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Michelle Currier

Nova Southeastern University, currierm@canton.edu

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Running header: CORRECTIONAL ACADEMIC EDUCATION

**CORRECTIONAL ACADEMIC EDUCATION: A QUALITATIVE INQUIRY
OF QUALITY, VALUE, AND EFFECTIVENESS FROM THE EDUCATOR
PERSPECTIVE**

by

Michelle L. Currier

RONNIE WALLACE, PhD, Chair

MARCELO CASTRO, PhD, Committee Member

ELIZABETH BROWN, PhD, Committee Member

A Dissertation Proposal Presented to the
College of Arts, Humanities, and Social Sciences
Department of Justice and Human Services
of Nova Southeastern University
in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy


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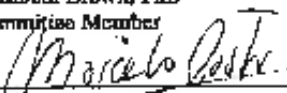
CORRECTIONAL ACADEMIC EDUCATION


Approval Page

This dissertation was submitted by, Michello L. Carrier, under the direction of the persons listed below. It was submitted to the Department of Justice and Human Services in the College of Arts, Humanities and Social Sciences and approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Nova Southeastern University.

Approved:  Date: 02/28/18
Ron Wallace, PhD
Committee Chair

Approved:  Date: 02/28/18
Elizabeth Brown, PhD
Committee Member

Approved:  Date: 02/28/18
Marcelo Castro, PhD
Committee Member

Approved:  Date: 3/5/18
Tammy Kushner, Psy.D.
Executive Director of Administration

Dedication and Acknowledgements

This manuscript is dedicated to Brady Michael Currier, 07/06/1998 – 12/29/2017.

From the moment I became your mother, my whole world became about striving, and persisting, for you. This, too, was always for you; and you will still be at the finish line with me.

This work would not have been possible without the love and support of my partner and my children, who took on extra responsibilities, and willingly sacrificed time with me, home-cooked meals, a spotless house, and a host of other intangible things, to make room for this project in our lives. Thank you for seeing me through, for “doing more” with less of me, and never letting me look back. For Dr. Molly Mott, your shining of example of how to mother, how to love, and how to live and work with passion and energy, has been a greater influence to me than you will ever know. And to Dr. Ron Wallace, I could not have asked for a greater mentor or advisor than you throughout this process. I have learned so much. To all of you, I am forever grateful.

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Abstract

This study attempted to capture and describe the lived experiences of correctional academic teachers who provide educational services in facilities in the northeastern region of the United States through qualitative phenomenological inquiry. This study strove to provide a deeper understanding of correctional teachers' perceptions concerning the mission, value, efficacy, and importance of the work that they perform, as well as the resulting approaches they take, in their academic classrooms. Through phenomenological data analysis, the study assessed teachers' perceptions of the rehabilitative ideal, as well as the role of correctional education program offerings within a rehabilitative framework.

Keywords: Correctional Education, Rehabilitation, Phenomenology

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CHAPTER 1. INTRODUCTION

There is a vast body of literature on the effects of correctional programming of all types. Numerous studies exist that purport to tie participation in in-custody programming and receipt of in-custody services to improved reentry outcomes and post-release success, reduced recidivism, increased employment, and positive community adjustment.

It is not insignificant that much of this vast and growing body of literature lands squarely within the back-and-forth debate between prison as punitive versus prison as rehabilitative, and all of the political “tough on crime” rhetoric attached thereto. Regardless of the publishing platform or venue, however, or the funding support from which such research springs, attention has been paid and continues to be paid to the notion that in-custody programming participation is fairly solidly supported as beneficial with respect to offender rehabilitation and public safety.

In a recent commissioned paper on the impact of prison education programs on post-release outcomes, the author examines a good deal of this vast body of literature, noting where studies have been limited or plagued by research design issues, dissecting analysts’ conclusions, summaries and meta-analyses (whether the outcome measure was recidivism or employment), arriving at what can only be considered an overwhelmingly positive assessment of the value and potential of correctional education on post-release outcomes (Gaes, 2008). Indeed, he notes that if there are limitations to correctional education’s potential impact on offender reentry and rehabilitation success, those limitations may be related to other offender needs remaining unmet throughout the period of incarceration, like alcohol or drug addiction or vocational training. Interestingly, this

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and most other assessments and analyses of correctional education efficacy focus intently and exclusively on inmate participation, inmate progress, and the offender characteristics that bear upon the success of the educational endeavor, whether on the inmate completion success level, or the recidivism/post-release success level. Conspicuously absent is the notion that program delivery methods and/or those who deliver such programs weigh in the success equation.

What follows is a discussion of this problem in greater detail, expanding upon its relevance and significance, and outlining the purpose of the proposed research study under consideration.

Statement of the Problem

This study examined the possibility that attitudes held and practices followed by correctional education-academic teachers are significant components of correctional education efficacy within correctional facilities. This researcher's experience in correctional education settings raised questions about educational recovery or rehabilitation programs' place within a "rehabilitative framework," and whether, and to what extent correctional rehabilitative aims are articulated such that the mission and/or practical delivery of correctional education programs makes use of the rehabilitative ideal in training their teachers or delivering their programs.

Purpose of the Study

This study examined the attitudes and beliefs held and practices followed by correctional education-academic teachers as components of rehabilitative practice within correctional facilities. Although much attention has been given over the last decade to

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correctional “reentry,” little is known about the daily practices and beliefs held by those who deliver rehabilitative services aimed at positive reentry. While notable efforts may be made to prioritize programs and services to inmates with respect to levels of staffing, and varieties of opportunities and offerings, funding/staffing is only one measure of commitment to the rehabilitative ideal, and says very little, if anything, about the value or utility of the provision of such prison-based services.

Rationale, Relevance, and Significance

In addition to the growing body of research literature on the value and effectiveness of correctional programming, there is another body of literature devoted to the idea of the *prison experience*, including the attitudes, culture, politics and other related concerns inherent in the correctional facility environment that contribute to offenders’ successes, or lack thereof, both within and outside of the custodial location. A certain number of these studies convey the overall conclusion that, regardless of programming availability and access, prison itself, vis-a-vis its various attributes, is inherently criminogenic rather than simply punitive, and that rehabilitative efforts are thus diminished or negated entirely. Given the variability in correctional facility attributes and conditions that define or contribute to the “prison experience,” it is, therefore, rather a challenge to definitively conclude causality or even correlation between a certain environmental condition or experience and adjustment or reentry success or failure. Thus, there is a marked lack of study or exploration of these variables (Mears, 2012).

Nevertheless, there is some research that examines, both individually and collectively, a variety of contributory variables that make up the inmate experience and

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bear on inmate behavior both during and post-incarceration. Studies contributing to what is known or believed to be true concerning the totality of the prison experience include, among other things, research on determinant sentencing; inmate misconduct; visitation policies and practices; inmate victimization; gangs; gender differences; faith and religious observance and/or radicalization; programming; staffing levels; and inmate perceptions concerning any number of such variables (Mears, 2012). These indicators clearly measure vastly different dimensions of the prison experience.

Within the sphere specifically of rehabilitation and programming practices within correctional facilities, it would seem reasonable to suspect that as the pendulum shifts back and forth from “tough on crime” political rhetoric to a human rights/rehabilitative rhetoric, that practices within institutions would shift accordingly in tandem with the political pendulum. On the contrary, however, when political rhetoric and public attention shift in one direction or another, from punitive to rehabilitative or vice versa, a parallel shift does not necessarily occur within correctional practice (Phelps, 2012).

Analysis and reports on the inmate-to-program-staff ratio (teachers, instructors, educators included) across the spectrum of the American penal system between 1979 and 2005 demonstrate this paradox (Phelps, 2012). This is the period often referred to as the “punitive turn,” characterized by the rise in mass incarceration. Programming and education staffing ratios should speak to a theoretical measure of states’ commitment to and funding of rehabilitative services for inmates. Phelps’ (2012) research indicates that there has been what she deems a substantial decline in program and service staffing levels in correctional facilities through the 1990s and 2000s in all states across the country.

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This decline, of course, corresponds significantly with the rapid growth of correctional facilities and explosion in the numbers of incarcerated individuals in this country, commencing in the 1990s (Phelps, 2012). But perhaps more significantly, the variation in staffing levels across regions of the country, as opposed to *across time*, was markedly more distinct; with northeastern states exceeding all other regions in program staffing levels throughout the entire period of study (Phelps, 2012). What this would seem to suggest is that as the pendulum swung toward the punitive, while other states took the “tough on crime” manifesto very seriously in practice, northeastern states, while exhibiting some decline in program staffing ratios, still remained comparatively committed to resource allocation supporting the provision of the rehabilitative ideal.

Commitment to the rehabilitative ideal is only partially revealed through funding and staffing, however. It is the intent of this study to examine the extent to which the actual operations of such services, and the feelings, perceptions and decisions of the providers, which must necessarily impact the experiences of the recipients of such services, also play a role in the quality and efficacy of correctional rehabilitative efforts. As per the *prison experience* literature previously referenced, a significant component throughout the body of such critical inquiry has involved the perceptions of the carceral environment from the offender perspective. The literature necessarily includes offenders’ perceptions of rehabilitative efforts, most notably as unhelpful (Kolstad, 1996). There is considerably less available research coverage on the perspectives of rehabilitative program *staff* relating to the design, delivery, or efficacy of rehabilitative service, or the prison experience and its

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various dimensions. More notably absent is the literature on the perceptions of correctional educators.

After much investigation, a slim handful of studies emerge. A single dated study from the 1980s outlined the perceptions of correctional educators toward the provision of college-level coursework (Jones, 1982). Three doctoral dissertations uncovered attitudes of correctional educators in California, Ohio, and Arizona toward their inmate students (Bestolarides, 1993; Dansie, 1988; Lawton, 2012). A more recent literature review on the history and practice of correctional education in the United States revealed the absolute dearth of research in this area. Specifically,

the researcher discovered that there is a lack of literature pertaining to the factors that influence the decisions teachers make in the correctional education classroom.

Nearly all of the correctional education literature is focused upon the inmate population, whereas the researcher was not able to find empirical research that studied those who teach within the prison facilities (Messemer, 2011, p. 98).

The northeast, an area that purports through funding and staffing practice to maintain a comparatively greater commitment to the rehabilitative ideal in its prisons than do facilities in other regions in the country, is notably silent on the many dimensions of their rehabilitative efforts that extend beyond simply funding and staffing. This is a gap that requires attention. The rehabilitative ideal is only as ideal as those whose attitudes, beliefs, and actions develop the rehabilitative goal and deliver the rehabilitative programs and services.

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Definition of Terms

For purposes of this study, the following terms may be utilized throughout the course of the narrative in ways that apply with specific meaning to the context of the northeastern correctional system(s)/institution(s) under study. While most of the terms appear common or self-explanatory, certain nuances within alternate environments might alter the significance or meaning such that in this context they are rendered comparatively obscure. The following terms have specific definitions:

Teacher. The word *teacher* refers specifically to those individuals who are employed to provide instruction in K-12 core academic subjects within the facilities.

Instructor. *Instructors* within this context are those individuals who are employed to provide instruction in the vocational trades within the facilities.

Adult Basic Education. Adult Basic Education (ABE) is academic instruction at the kindergarten-through-third-grade (K-3) level.

Pre-HSE. Pre-HSE (pre-High School Equivalency), formerly known within facilities as Pre-GED, refers to academic instruction at the fourth-through-eighth-grade (4-8) level.

HSE. HSE (High School Equivalency), formerly known within facilities as GED, refers to academic instruction at the ninth-through-twelfth-grade (9-12) level.

TASC. The TASC (Test Assessing Secondary Completion) is the new examination which has replaced the GED exam, satisfactory completion of which leads to a high-school equivalency credential.

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ESL. This refers to formal academic instruction at all levels, K-12, in English as a Second Language.

Summary

This qualitative, interview-based inquiry will contribute to what is presently known, and begin to add substance and depth to what is not yet known or well understood, about the phenomenon of correctional education delivery in northeastern United States prisons. Importantly, this inquiry will provide description and detail about this phenomenon from the critical perspective of those who work within those systems and provide those educational services to the inmate populations, focusing narrowly on correctional educators' behavior and performance, as well as the attitudes and perceptions of correctional educators toward education's rehabilitative role and value. Qualitative inquiry is singularly appropriate for this type of study, as the metrics with which correctional education is presently measured (staffing, funding) do not provide the fullest picture of correctional education quality, value, or practice. This inquiry will begin to complete that picture.

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CHAPTER 2. LITERATURE REVIEW

A number of recurring themes arise in conducting an exploration of the scholarly literature relating to correctional education. Those themes uncovered in the research, studies, meta-analyses, agency reports and conference proceedings that specifically relate to the foci of this proposed study include: work that covers the general nature, scope and history of correctional education; work relating to the correctional education and recidivism/rehabilitation connection; work that underscores the value, importance and quality of correctional education initiatives, as well as the limitations and barriers of such; and finally, literature describing the various qualities, characteristics and behaviors of correctional educators themselves.

It should be noted that an exhaustive search of the literature utilizing various databases as well as agency-produced research uncovers multiple decades of material, some of which was discarded for age. The literature also includes international work, studies specific to female prisoners or juveniles, and work relating to vocational and/or post-secondary offerings in prisons. Those works dealing with or published within Canadian journals or those specific to other foreign nations (of which there were a substantial number) were excluded from this review, since the focus of this work pertains to the northeastern U.S. specifically. As such, the review contains only literature originating in or concerned with the United States correctional education system.

While considerably greater attention seems to be paid to correctional education in the juvenile population, this area of research was excluded for irrelevance as well. Research specific to female prisoners was also excluded, not because of its irrelevance but

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because of its niche specificity; and correctional education-related studies pertaining to vocational and/or post-secondary/college-level offerings in penal institutions were eliminated as well, since they are outside the scope of the present study.

Correctional Education History and Profile

In seeking research on the state and significance of correctional education across the spectrum of what data and information is available on the topic, it is necessary to first seek out sources that define what it is, and provide both background and relevant data on its prevalence in the United States. The vast majority of this information is available freely through the open web, through agency-produced and federal-government documents. The primary focus of much of this work is to bring attention to the demographic profile of inmates and their educational attainment prior to incarceration; the percentage of inmates receiving educational services or participating in educational programs in state and federal facilities; and the number of state and federal facilities providing such services (Harlow, 2003; Evans, 2010; Wiloch, 2005).

Wiloch (2005) indicates that studies and reports produced at different points along the correctional education timeline point to varying percentages of facilities offering education programs over the past several decades. In 1995, reportedly 76% of state facilities provided adult basic education and 80.3% provided secondary-level education (Wiloch, 2005). In 2000, according to the same source, the numbers were 80.4% and 83.6% respectively, a moderate rise in each (Wiloch, 2005).

A different study reports approximately 90% of all institutions, state, federal and private, were providing educational programs for their inmates as of 2000 (Harlow, 2003).

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This is a notable discrepancy when comparing the Wiloch (2005) work reporting on 2000 numbers, a difference perhaps attributable to the inclusion of private institutions in the Harlow (2003) data.

In other literature, it is reported that by 2005, 77% of all facilities – not merely state facilities - offered secondary education; and 67% of all facilities offered adult basic education/elementary through middle school level services (Evans, 2010). In this case, Evans (2010) defines all facilities as all state and federal facilities (not local), which, if accurate, shows a decrease in educational program offerings between 2000 and 2005, particularly as numbers revealed in contrasting reports indicate a 100% educational programming rate in federal facilities in 1995 and 2000 (Wiloch, 2005; Harlow, 2003). As of the writing of a 2013 Bureau of Justice Assistance-sponsored report, the BJA reports that the majority of state correctional institutions – as many as 84 percent - offered correctional programming in some form (Davis, Bozick, Steele, Saunders, & Miles, 2013). While this number does not specify academic or vocational education, or the various levels of any such academic program offerings, it does indicate a fairly steady – and possibly increasing – level of educational offerings in prison settings in the United States. This is revealing when viewed alongside the fluctuations in the rehabilitative ideal and “tough on crime” philosophies over the last several decades in the U.S. The apparent uptick may also be related to the allocation by the federal government of millions of dollars in support of offender rehabilitation programs beginning in 2003 via its Serious and Violent Offender Reentry Initiative (SVORI) (Severson, Veeh, Bruns, & Lee, 2012).

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Beyond the profile of correctional education prevalence in the United States, a general search for “correctional education” in an aggregate discovery tool produces a significant amount of information. Possibly because correctional education is itself relatively obscure and somewhat invisible, some of this literature briefly outlines the history and the practice of prison education, detailing the types of academic offerings, and the historical evolution of the landscape of education within penal institutions in the United States (Messemer, 2011).

A comprehensive 2011 literature review outlined the history of correctional education in the United States, from as far back as colonial times and proceeding through current practice in the present day, focusing on inmate characteristics as well as the impact of correctional education on offenders’ lives (Messemer). In this review, Messemer (2011) asserted that correctional education dates back to the late 1700s in this country, and was initially intended primarily to improve inmate literacy. It was thought that inmates who were literate might read the Bible and thus seek and find salvation. Correctional education efforts were aimed largely at rehabilitating offenders’ moral values at that time.

It was not until the early to mid-1800s that other academic efforts made their way into prison education curriculum, including reading, writing, and math. In New York, geography, history, and the sciences were introduced, and in some systems even physical education had its place. During this time, the Pennsylvania system and the Auburn penitentiary model were the two most common and influential prison system types. In the Pennsylvania system characterized by solitary confinement, prison education consisted exclusively of cell study. In the Auburn model, some group learning activities were

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available to inmates as well (Messemer, 2011). It was at this time that inmates began being mandated to participate in educational programming in some prisons.

In the early part of the 20th century, prison education began to incorporate aspects of vocational training, citizenship and self-governance education (Messemer, 2011). It was not until the 1960s in the United States that the “concept of rehabilitation became a dominant factor in planning and implementing correctional systems in the United States” (Ryan, 1995 as qtd. in Messemer, 2011, p. 92). As a result, Messemer (2011) notes that correctional education would soon become one of the key components of the rehabilitative ideal. In fact, the 1970s in the United States have been deemed the golden age for correctional education, when correctional education began to be considered the single most important variable in offenders’ post-release rehabilitative success (Crayton & Neusteter, 2008). Today, the field of correctional education has moved beyond the realm of Bible study, or even mathematics and literacy, to include such wide-ranging offerings as Adult Basic Education (ABE), High School Equivalency (HSE) programs, Special Education services, post-secondary college coursework and programs, vocational and career training, life-skills training, including interpersonal, financial, family, parenting, and stress and anger-management courses, and even release programs which afford inmates the opportunity for temporary day release to attend programs offered outside of the prison environment (Crayton & Neusteter, 2008).

The scope of correctional education has certainly broadened, even though the ongoing debate and prevailing public and political opinions on its effectiveness and quality have not diminished. With specific consideration for the intent of this study, however,

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which is to characterize both the quality and effectiveness of correctional academic education from a limited but valuable perspective, literature covering both its post-release outcomes and its delivery were examined. As such, rehabilitation – broadly defined – and those who are responsible for program delivery, the educators/teachers, were the primary subjects of review which were most relevant to the investigation and are included here.

Effectiveness of Correctional Education

Introducing the concept of rehabilitation in the investigation of the literature opens up a vast treatment of correctional education within the rehabilitative context or related to offender rehabilitation, with specific focus on accompanying reentry outcomes data.

By far, the largest portion of current scholarship retrieved relating to correctional education is associated with other key terms pertaining to its effects or effectiveness, including “rehabilitation,” “recidivism,” “reentry,” “post-release outcomes,” “employability,” and the like. A significant confounding factor with respect to the correctional education/offender rehabilitation connection and the literature relating thereto is that there is no single definition of “rehabilitation” to which scholars and/or agencies universally subscribe. To the extent that the outcomes or effects of correctional education are treated in the literature, however, offender rehabilitation is almost universally the underlying, if variously defined, goal.

As per one definition, “In a traditional and narrowly defined empirical sense, one is thought to be rehabilitated if s/he does not return to prison within a certain period of time or if a particular negative behavior (the manifestation of a criminogenic factor or need) is extinguished or at least moderated” (Severson et al., 2012). Clearly, reduction in

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recidivism figures prominently in this definition, yet criminogenic factors and needs, which might vary widely among individuals, play roles as well.

Given the lack of clarity and/or universality in the definition of rehabilitation, it is unsurprising that the studies included in this review necessarily do not measure the same or equivalent outcome variables, or even define/operationalize such variables in the same way, so as to make ready comparisons. All such inconsistencies will be noted.

A search of American Doctoral Dissertations, Criminal Justice Abstracts with Full Text, Education Source, ERIC, Social Sciences Full Text, and SocINDEX return a total of 156 results in keyword searches that include both “correctional education” and “rehabilitation.” As previously noted, studies relating to foreign nations, specific populations (ie., females or juveniles), post-secondary correctional education, or studies that were significantly dated, were discarded from consideration. A total of 12 studies are included in this review which pertain to rehabilitation, recidivism and reentry success and which are limited in scope to adult academic education at the K-12 learning levels.

It bears repetition to emphasize that the definitions and measures of recidivism and post-release success with respect to correctional education are widely variable. It should also be noted that the rehabilitation/reentry literature reviewed includes a mixture of meta-analyses, several stand-alone studies and agency-produced studies and reports that look at the single variable of recidivism – which encompasses the largest portion of the studies – as outcome variable (Davis et al., 2013; Jensen & Reed, 2006; Kim, 2010; Staley, 2001; Kellam, 2007). Only two studies among those reviewed measure correctional education effectiveness via both recidivism and employment as dependent variables (Duwe & Clark,

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2014; Steurer, Smith & Tracy, 2001). However, there may be many additional studies of this nature arising out of individual agencies that are available via the open web, or perhaps not available for immediate public consumption, or are otherwise not published in journals. This review includes multiple agency-produced studies, some not found within literature databases. Additionally, meta-analyses exist aggregating the results of many of the included and other outside individual studies (Davis et al, 2013; Jensen & Reed, 2006; Davis et al, 2014; Gaes, 2008).

The literature reviewed covers publication dates ranging from 2001 through 2014, representing a span of 13 publishing years, but including data that exceeds that thirteen-year span considerably in terms of data analyzed and upon which reports and conclusions were presented. For example, in his comprehensive meta-analysis, Gaes (2008) provides a detailed table of studies of correctional education ranging from 1978-2007 measuring the effect of participation in education programs on post-release outcomes, which shows the spectrum of variables and definitions across the works. "Education programs" are defined variously as GED certificate programs, ABE, vocational training, college programs, both academic and vocational training, Associate's degree participation, college course completion, community college participation, and some studies that include any kind of educational training. Definitions vary as to whether participation, completion or partial completion was necessary for inclusion in the research (Gaes, 2008). Outcome variables across the studies included recidivism, employment, wages, and adjustment (Gaes, 2008). Recidivism across the studies revealed no universal definition. Arrest, conviction, return to prison, recommitment, re-arrest, re-arrest within 12 months, re-arrest within two years,

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arrest while on parole, return to prison within 84 months, return to prison within four years, self-reported offending, and many other definitions and time parameters for recidivism were found (Gaes, 2008). Employment was less ambiguously defined, but the inclusion period for noting participation in employment varied across studies, or was entirely undefined, as well (Gaes, 2008).

The earliest study included in this review was completed by a research analyst in the northeast who looked at a large group of first-time-released offenders in 1996 whose post-release outcomes were tracked over the course of a three-year period (Staley, 2001). Over 16,000 inmates were first-time releases in 1996, and this population was divided into three groups: the study sample of 2,330 inmates who earned a GED while incarcerated; and two comparison groups, one consisting of 9,416 inmates who entered prison without a high school credential and did not earn one while incarcerated; and a second comparison group consisting of 4,868 first-time-released offenders who came into custody already possessing a credential. In comparing outcomes for these three groups, the outcome measure being return to custody within three years (recidivism), the analyst found that compared to the group that did not earn a credential, 36.6% of whom were returned to custody within three years, those who did earn a GED while incarcerated were statistically significantly less likely to return to custody within the same period, by a margin of almost 5%, with numbers being even higher for inmates first-time released in 1996 who were under 21 and earned a GED (Staley, 2001).

From this data, the analyst concluded that earning a credential while incarcerated has a positive impact on post-release outcomes, despite acknowledging that the return rate

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for the comparison group who came in to custody already possessing a credential was nearly identical to the return rate for those who earned the credential while incarcerated. This study did not offer consideration for any individual or extraneous variables that might account for the post-release desistance from crime, particularly those variables which might improve an offender's ability or motivation to earn the credential or complete in-custody programs or treatment. Thus, the conclusions reached in this study appear fundamentally flawed. It is perhaps of use to note that the study represents agency-produced research reporting on the success and efficacy of its own programs.

Similarly, this same agency produced additional reports in the following decade tracking inmate return to custody following rehabilitative program participation (Kellam, 2007; Kim 2010). These additional studies were designed similarly, with one looking at first-time releases in 2004 who were tracked for two years, and the other looking at 2005 first-releases who were tracked for three years. In the 2004 first-time release population, all inmate program participation was analyzed, while in the 2005 data only education program participation and completion was analyzed. For the 2004 cohort, the agency determined again a statistically significantly lower likelihood of recidivism among program participants of all program types, compared to those who did not complete programs. No comparison appeared to be offered with respect to a sample of inmates who did not have corollary programmatic/rehabilitative needs upon arriving in custody. The data for the 2005 cohort which reported only on academic achievement while incarcerated showed a slight departure from the 2001 data on the 1996 cohort. This time, GED earners again

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showed significantly lower recidivism than non-earners as well as those who arrived in custody already possessing a verified credential (Kim, 2010).

It is often important to identify the producers of any particular set of research data in an effort to evaluate its overall efficacy and usefulness, as is the case with agency-produced studies representing data like those just presented. Similarly, it is important to note when research is produced by a group whose interests or advocacy efforts are involved or at stake. So it should be noted that the following three-state recidivism study published in 2001 which purports to tie participation by inmates in Minnesota, Maryland, and Ohio prisons in correctional education to post-release behavior was produced by the Correctional Education Association, on behalf of and funded by the US Department of Education's Office of Correctional Education (Steurer et al., 2001).

In this robust study, researchers looked at a sample of 3,200 inmates from the three states just named, who were released in 1997 and tracked over the course of three years, with recidivism and employment as outcome variables (Steurer et al., 2001). Educational participation, not necessarily completion, was the independent variable under study. Pre-release surveys of inmates were deployed, and agency data collection was coordinated and cooperatively completed with the assistance of corrections, parole, probation, workforce, and education agencies contributing (Steurer et al., 2001). Wage data and criminal history data were pulled from state databases (Steurer et al., 2001). Over 500 variables in total were collected and analyzed altogether with respect to each participant tracked in the longitudinal study.

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Researchers determined that inmates who had participated in correctional education had lower levels of recidivism than non-participants. Although they measured recidivism in three different ways, re-arrest, re-conviction, and re-incarceration, in all cases participants in correctional education had lower rates of recidivism, regardless of measure type, than non-participants (Steurer et al., 2001). With respect to employment data, participants in correctional education were found to have higher levels of wage-earning post-release, although lower overall levels of employment generally (Steurer et al., 2001).

In a similar but smaller-scale study, this time produced by Minnesota Department of Corrections, researchers again looked at the impact of correctional education on post-release recidivism and employment (Duwe & Clark, 2014). This study, however, was interested in both secondary-level education, which is of relevance here, as well as post-secondary education, which falls outside the scope of the study. Of note, however, with respect to the results of this study of inmates released in 2007 and 2008 was that secondary-degree completion was correlated with higher levels of employment, but not reduced recidivism or increased wages or hours worked (Duwe & Clark, 2014). This is significant in its direct contradiction to the results of the Minnesota, Maryland, and Ohio study.

In addition to these agency-produced reports and studies, there exist a number of meta-analyses that also have sought to contribute to a broader understanding of correctional education's rehabilitative value, by analyzing and synthesizing the results of empirical research on correctional education's correlation with levels of recidivism, several of which are of importance here. With limited exception, excluding certain older studies of the

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“nothing works” variety which purportedly suffer from research design and methodology issues, the conclusions reached by all of these meta-analyses confirm through analysis of what are deemed to be quality research studies consisting of rigorous methods and designs, as determined by comparison against the Maryland Scientific Methods Scales, that participation and completion of correctional academic education programs is effective as a strategy for reducing recidivism (Gaes, 2008; Jensen & Reed, 2006; Davis et al, 2013; Davis et al., 2014). And in some cases, meta-analysis suggests that inmates who participate or complete education programs see a 43 percent lower chance of recidivating than inmates who are non-participants (Davis et al., 2014).

Quality of Correctional Education

Accompanying the body of literature on the “effectiveness” of correctional education is that which seeks to quantify or define the “quality” of correctional education programs. These works, both academic and agency-related, while relatively sparse in comparison to the recidivism literature, acknowledge and defend the value and importance of correctional education, yet by and large identify program quality as concerning, with all reports determining funding and commitment to program continuity as major obstacles to program effectiveness (Barnes, Bohac, & Platt, 1993; Tull & Zajano, 1994; Parkinson & Steurer, 2004; Spangenberg, 2004). This literature notes a complementary contributing problem founded on ill public perceptions and attitudes toward rehabilitation and inmate programming in general (Tull et al., 1994; Parkinson et al, 2004; Spangenberg, 2004; Barnes et al., 2003).

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Slightly more prevalent in the literature, and simultaneously more relevant to this study, is the treatment of teacher attributes, behaviors, preparation, and performance in the classroom (Spangenberg, 2004; Tull et al., 1994; DeGraw, 1987; Gehring & Hollingsworth, 2002; Gehring, 1992; Lawton, 2012; Larsgaard, Kelso, & Schumacher, 1998; Mathews, 2000; Wright, 2005; Zaro, 2000). Most of this work does not report specifically on teacher attitudes and perceptions relating to their work, but it is indeed noted that negative institutional culture and attitudes, highlighted by behaviors of security personnel and often reinforced by prison administration, permeate the education programs and significantly hinder program quality as well (Parkinson et al., 2004; Lawton, 2012).

Program Characteristics. A common feature across the majority of the scholarly work located through the inquiry methods previously described on the quality of correctional education programs is its lack of empirical basis. That is to say, most of the literature on this topic, while descriptive, is not the result of formally designed research studies, but is instead the result of informal or general observation or analysis on the state of correctional education program quality. Nevertheless, those works are included here for two purposes. The first is to again underscore that the work relating to correctional education, both its quality and effectiveness, may indeed exist as the result of individual or system-level program evaluations that are perhaps not routinely made available to the public or advanced through traditional avenues of scholarship, and are thus not able to be included in a review of this nature. The second is to briefly outline what is believed or perceived as commonly known about the state of correctional education program quality in general and provide a sense of what is available to scholars on this topic.

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Of note with respect to the literature on correctional education quality is its consistent slant toward an examination of those factors that weigh *against* program quality. Such is the case in a 1993 article which warned that the social, political, and economic landscape would shift as the new millennium approached, which warranted an examination and a re-focusing of the efforts of correctional educators and correctional education programs alike (Barnes et al.). The authors identified such factors as limited or ever-declining resources, lack of professional development and training opportunities for correctional educators, specifically cultural diversity sensitivity and awareness training, and a failure to tie education program outcomes to skills, jobs and reentry-related goals (Barnes et al., 1993). The authors advocated at that time for new approaches to program delivery that focus on an understanding of and attention to the cultural, demographic and experiential dynamics of inmate learners, with an eye toward their post-incarceration futures.

Ohio's Legislative Office of Education Oversight (LOEO), too, recommended that its correctional education programs focus on measuring student learning and its impact on post-release outcomes, specifically employability and recidivism, one year later in its 1994 study of correctional education in the state of Ohio (Tull & Zajano, 2004). The LOEO report, which included data gathered through system-wide interviews and structured observations in a formally designed study, cited overcrowding and security considerations as the two most significant factors that limit correctional education quality, but they identified other contributing factors as well. Among those factors which they determined to have a negative impact on correctional education program quality were curricular,

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instructional, and professional development deficiencies; an emphasis on inmate student participation rather than completion; and an overall low level of commitment on the part of the entire system (Tull & Zajano, 1994). It is of some significance that, at least as of the time of the study in 1994, the Ohio Central School System was responsible for administering the adult education programs in Ohio's prisons, rather than the prison system administration itself.

In 1998, Smith, Steurer, and Tracy published a brief overview and preview report of a research design for a study about to be commenced by Correctional Education Association (CEA) on the effectiveness of correctional education. The study overview both defined and defended correctional education, noting that evaluation of program quality is necessary as a measure of funding justification, whether to increase funding, verify its cost effectiveness, or simply inform the budget process; but also as a measure of program accountability. The authors suggested that two significant problems that have plagued correctional education program quality - or perhaps more importantly, perceptions of program quality – have arisen out of past research and scholarship, and the nature of prisons themselves. Smith et al. (1998) contended that past research efforts to quantify correctional education quality which concluded that “nothing works” effectively shrouded correctional education programs in ill-repute and thus were responsible for curtailed funding, support and marginalized reputation. A corollary problem, they suggested, has been the notorious difficulty of conducting research in prisons to offer much in the way of any evidence to the contrary.

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A 2004 report by Parkinson and Steurer, the then-Director of Correctional Education Association and a research associate respectively, attempted to examine and describe some of the issues and obstacles, as they define them, to quality correctional education. They identified the following as factors preventing the provision of effective instruction and quality program delivery: widely heterogeneous inmate student populations in a single classroom, with variable and enormous unmet needs; an open-entry/open-exit environment in which students are continually cycling in and out; low motivation levels on the part of the inmate learner, whether via negative peer pressure, poor educational history, or failure to recognize the importance of institutional programming; lack of funding and investment in correctional education; and poor attitudes on the part of institution staff toward education and programming efforts.

By 2004, the Council for the Advancement of Adult Literacy found in conducting their study of 15 top correctional education leaders, both nationally and at the state level, that the issues identified in previous decades had not seen much change (Spangenberg, 2004). In fact, Spangenberg (2004) noted that correctional education leaders uniformly reported that while the tone of corrections had retreated from punishment back in the direction of rehabilitation, and while policies had shifted on both the state and federal level, and better research had emerged upon which decisions were being based, nevertheless, funding for and investment in correctional education had been dealt critical blows in most states across the country.

Teachers/Educators. Most of the literature relating to correctional education program quality as previously described included some treatment of the correctional

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educator him/herself as a component of what most of the authors' referred to as obstacles to effective correctional education programming. Whether the obstacle with respect to the teacher variable was perceived to arise out of unpreparedness, lack of professional development or training, or other factors, the teacher is indisputably a critical component of quality in correctional education delivery. What little scholarship exists on the correctional educator is generally concerned with the pedagogical, personal, and emotional skills of the individuals who choose to teach in correctional facilities.

The literature available and selected for review in this case, since there is very little, spans two decades, from 1992 through 2012. Since, as previously noted, teachers or some aspects, qualities or characteristics of teachers, are often regarded as problematic or in need of repair or reform in the correctional education quality equation, it is worth noting that much of the literature on correctional educators themselves is, again, prescriptive rather than descriptive. Much of the scholarship on correctional educators puts forth theories and recommendations for effective instructional practice or for possessing, developing, or acquiring certain skills, abilities, or characteristics to maximize correctional education quality or teaching success in the correctional environment, rather than looking very closely at how actual teachers perform or behave.

Gehring's (1992) work provides evidence of one such study that was indeed empirical and based on extensive and carefully designed study of the behaviors and performance of correctional educators. Beginning with research in the 1970s, including literature review, survey of educators, validation and review of an item analysis produced via the survey by a panel of correctional educators, a list of performance indicators for

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correctional educator performance was produced. Subsequent rounds of the research in different environments resulted in refinement of the indicators. The overall list which resulted from such methodology and subsequent refinement included a combination of skills and abilities, which could be acquired through education and training; as well as characteristics, which might be inherent, individual, and personal (Gehring, 1992). The broad categories of those indicators included such things as high energy over long periods and in difficult environments; self-awareness; interpersonal relational skills; ability to motivate; content knowledge and pedagogical growth; professional behavior and advocacy; goal-orientation; and efficiency; and each broad category included a variety of performance points subsumed underneath it (Gehring, 1992). This study and its results were intended to inform post-secondary education curriculum development in correctional education programs, and was also intended for use as a tool in the development of in-service education, in personnel documentation and decisions, in the creation of a professional code of ethics, and more (Gehring, 1992).

It is not insignificant that Gehring's correctional educator performance exemplars were largely personality and behavior-based indicators. What little treatment of correctional educators there is in the literature is almost exclusively devoted to personality, behavior, and social-psychological concerns with respect to the work performed and the experiences had in the prison classroom by correctional educators. Wright (2005) describes the process of identity formation and acculturation, as an individual faces a significant culture shock upon entering the novice ranks of the correctional educator.

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Wright's (2005) study utilized focus group interviews as well as transcripts from focus group sessions at a correctional educator symposium to identify and describe the experiences of correctional educators. The study utilized a theoretical framework of acculturation and identity formation that spans a continuum from "tourist" and "guest" on the novice end, all the way along the continuum to "settler" on the experienced end; and Wright (2005) placed correctional educator experiences along this continuum as demonstrative of the stages of identity formation. Wright (2005) notes that both a review of the literature and the data gathered from correctional educators describes the educational environment in a correctional facility as militaristic; that the work of the education program is governed by rules and processes and strict authority that is enforced through a hierarchal chain of command. However, in the middle between the governors and the governed, the dominant and subordinate, is the prison teacher, who is separate and apart from both of these rigid and structured identities, in a place so foreign and estranged from the educational environments in the outside world, but not really a part of this new inside world either. It is in this place that Wright (2005) contends the correctional educator begins to adjust to the new culture and form an identity, with distinct personality characteristics and behaviors associated with each particular stage of identity formation attained.

And certainly, Wright (2005) is not the only scholar who has concerned himself with the personality and behavior of the correctional educator. In administering a personality assessment to correctional educators in Washington State, Larsgaard et al. (1998) attempted to look at personality indicators of those correctional educators who were

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participating in what were considered “successful” programs. They found that of the 27 factors assessed via the instrument, 15 of those were particularly useful in describing the personality characteristics of those correctional educators deemed successful, the large majority of which were in the interpersonal-relational category (Larsgaard et al., 1998). The authors refer back to Gehring (1992) and conclude that their work substantiates Gehring’s conclusions regarding correctional educator characteristics, and that correctional education effectiveness is to some extent linked to positive educator behaviors and traits (Larsgaard et al., 1998).

Other authors concern themselves with how or why one should develop the positive behaviors, psychological attributes, and emotional skills necessary for success in the prison classroom, since as Zaro (2000) suggests, only about 4% of those who teach in prisons actually receive education and training specific to and intended to prepare one for correctional education. In reviewing the literature specific to the correctional educator experience, Zaro (2000) contends that the differences between prison teaching and teaching in the “free world,” as he refers to it, are so stark that only by virtue of the development of self-actualization will a prison teacher survive her work without burnout. He suggests that without such self-actualization, correctional educators suffer from problems arising out of a lack of professional identity. He contends that the overwhelming security concerns of the facility may subordinate any teaching goals or ambitions, effectively placing one’s professional goals and one’s environmental goals at odds. Additionally, he suggests that prison teachers are tempted by opportunism in the correctional environment, again subordinating the learning, growth, and development of the correctional educator and her

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classroom. The net result, Zaro (2000) suggests, is that the correctional educator is vulnerable to defeat given the environmental conditions, and often such defeat is embodied in an educator who simply shows up to receive a paycheck.

Zaro (2000) does not specify a process for pursuing or developing self-actualization as an educator; he simply outlines the conditions specific to the educator's environment that make such self-actualization necessary and important. Other authors, however, give more concrete suggestions for combatting the cultural and environmental limitations, restrictions, and barriers to effective correctional educational program delivery and educator effectiveness. Mathews (2000), for example, advocates for correctional educators to develop what she refers to as a "mental framework" intended to prioritize the helping aspect of the education profession in a system designed to punish. The first rung of her mental framework involves teacher perceptions involving the inmate student.

Matthews (2000) advocates for an approach to inmate learners that places primacy on each inmate's identity as a person first, and inmate second. This she claims is necessary in building the relationships with inmate students that are required to provoke and encourage educational success. This "prisoners are people" perspective was advanced by Warner (1998) as an argument against the current approach to American prison education and rehabilitative programming, which he suggested views the inmate as an object of treatment rather than an individual with a subjective stake and role in the rehabilitative process. Matthews (2000) suggests the correctional educator is saturated with messages through training and environment/culture about inmate games and manipulation, advised to ever be on guard against falling prey to the "inmate setup." She suggests not that

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correctional educators dismiss potential manipulation, but that the development of a person-centered relationship with inmates provides potential not only for educational success, but also for managing and replacing manipulative behavior with more constructive behaviors.

The rest of Matthews' (2000) mental framework also relies on person-centeredness, in some cases advising that correctional educators be mindful of the psychological defense mechanisms employed by inmate learners to hide their learning deficiencies; in other cases, advocating for individualized diagnostic assessment of learner needs. With limited populations, like in juvenile settings, she advocates for the use of some limited but meaningful physical contact to build a bridge of familiarity with the learner and help reduce levels of rage, anger, and other negative emotions; although Matthews (2000) acknowledges that touch is both taboo and forbidden in adult facilities without exception and for legitimate reasons. Finally, Matthews (2000) encourages correctional educators to speak positively and encouragingly with inmate learners about their goals and plans, legitimizing their hopes and mitigating against the loneliness, isolation, and seeming futility of their circumstances and environment.

Gehring (2002) suggests that the loneliness, isolation and seeming futility of one's circumstances and environment are not specific to inmates in correctional facilities, but extend to the staff who serve the inmates as well. He identifies a host of factors that are specific to the correctional educator's environment that contribute to professional burnout, including: exceedingly low salaries; disadvantaged and resistant students; dehumanizing environmental conditions; institutional and administrative dismissiveness and disregard for

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the education program; and poor funding, resources, materials and support, and overall lack of planning and evaluation of educational programs. Gehring (2002) also reviews the literature of correctional education to articulate what he sees as a set of coping skills and professional behaviors he offers as suggestions to correctional educators as tools to avoid professional burnout.

Gehring (2002) identifies hope as the most valuable resource to the correctional educator, particularly insofar as the fact that he contends social change is both possible and inevitable, and the hope attendant with that fact should buoy the correctional educator each day to consider the possibility that changing conditions that are more favorable to educational aims will come. Beyond hope, Gehring (2002) suggests that correctional educators exercise patience with present conditions, compromising as necessary. He suggests that educators be professional role models, demonstrating pro-social behaviors; that correctional educators engage in collaboration with colleagues for program improvement; be creative and reach for educational and instructional excellence in the classroom; and finally, attend to and continually develop a professional identity that is affirmative of the education profession.

There seems to be little disagreement among the literature that correctional educator personalities and behaviors are important components in correctional education success, both with respect to personal accomplishment and perseverance – avoiding burnout – and in providing quality and effective instruction to inmates. There also seems to be little disagreement that correctional educators receive little to no training prior to taking on the role which might effectively prepare a teacher to work in the correctional environment.

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Lawton's (2012) doctoral dissertation used a mixed methods approach, two survey instruments with one containing freeform responses, to gather data from correctional educators in a single facility in Arizona on their challenges, attitudes, and motivations toward correctional education in an effort to determine what might assist in providing this necessary but lacking level of preparation for teachers coming into the role. By and large, Lawton (2012) concluded that Arizona correctional educators identified the skills, abilities, and personality attributes necessary for correctional education preparation that align with those previously described herein above and which are covered in the literature. Most significantly, person-centeredness; interpersonal relational skills; communication skills; commitment; positivity and the like were commonly described.

While a few respondents in Lawton's (2012) study made mention of rehabilitation as what should be considered a correctional education program goal, this was neither the focus of her study nor was the topic covered in depth. Notably absent in all literature reviewed is any significant or substantive treatment of this concept with respect to correctional education quality or effectiveness. Two additional doctoral dissertations included herein only serve to highlight this lack of treatment, as these two works – among the few uncovered in searching the literature for “correctional education” and “perceptions” or “attitudes” – discuss the attitudes and perceptions of correctional educators toward their inmate learners, rather than their perceptions toward their own work product and its effectiveness, or the value, goals, and import of the educational service they provide (Bestolarides, 1993; Dansie, 1998).

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All literature related to post-secondary offerings, as previously noted, was excluded from this review, although two studies are notable and deserve mention here as being the only two works retrieved which specifically discuss educators' attitudes toward the value of their own work as a distinct area of inquiry (Jones, 1982; Winterfield, Coggeshall, Burke-Storer, Correa, & Tidd, 2009). Such studies are included, again, only to underscore that the work covers the context of post-secondary/college-level course offerings in the prison environment, highlighting the dearth of treatment of educator perceptions of their work in adult basic and high-school-equivalency-level educational programming.

Literature Review Summary

To be clear, the literature covering the complex and understudied field of correctional education did not exclude the concept of its value, or even perceptions of its value, entirely. For the quantitative scholarly, system, and public perspectives, recidivism rates are a standard measure of its value. The overall takeaway from the abundance of correctional education/recidivism and employment literature is that correctional education is among the key rehabilitative concepts that scholars and agencies alike are pointing to as “what works” in offender rehabilitation, with lower rates of recidivism following academic program participation noted in all studies, agency reports and meta-analyses reviewed (Gaes, 2008; Davis et al., 2013; Davis et al., 2014; Duwe & Clark, 2014; Jensen & Reed, 2006; Kim, 2010; Staley, 2001; Kellam, 2007; Steurer et al., 2001). That is not to say that the methods employed in each study were equivalent to the extent that adequate comparison is possible. Nor is it possible to state that the research design in some of the studies was not without flaw or weakness. It is more accurate perhaps to say that the

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recidivism research is inconclusive, but has gained more strength with more recent study. In comparison to the majority of the research from the 1970s and '80s which was of the “nothing works” flavor, indicating that programs did not show evidence of reducing recidivism (Simon, 1998), such results have since been attributed to weak research design and measurement methodology, and the correctional education value in reducing recidivism is again fairly well supported by more recent studies with more rigorous design.

The institutional perspective on the value of correctional education largely comes from reports and reviews of the literature which suggest that education programs and correctional educators themselves are marginalized within the facilities, given little support, often dismissed, and sometimes disregarded entirely. The literature would suggest that security and administrative personnel behave with hostility toward inmate rehabilitation of all types, particularly since the goals of rehabilitation are seemingly at odds with the goals of security and punishment. Education programs within correctional facilities are characterized across the literature as underfunded, under-resourced, understaffed, unsupervised, or under-supervised, and under-evaluated.

It is of little surprise then that the articulation of correctional education value from the educator perspective is rather treated as an assumed or a given in the scholarly literature. Work published by correctional educators for correctional educators is affirming of correctional education, encouraging of professional identity, and supportive of growth, development, creativity, and commitment. The issues identified with program delivery and program quality are those externalized to the environment or the system, the inmate characteristics, or the harsh realities of prison education, and not the educators themselves.

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Very little close examination of correctional educators' actual behaviors, actual work product, actual performance, or pedagogy is examined. The value of the work is assumed.

This is perhaps attributable to, as Wright (2005) suggests, the ideology of teaching as a helping profession which implies some level of inherent value. Most of the work on correctional educators supports the concept of the importance of the relationship with the individual inmate as a necessary component of educational success. Perhaps this is in some way related to what Ubah (2014) calls the “perspective of individual change,” which is an optimistic perspective focused narrowly on the inmate and his transformation. It could be within this perspective that correctional educators identify and define their work, justify the need for its continuation, and defend its purpose and value within the correctional environment. But perhaps instead, the perspectives advanced throughout the literature are either myopic or motivated, too narrow, obscure, or insufficient to give a clear picture of the nature of the perceptions of correctional educators toward the value of their work and what they do – or do not do – to contribute, intentionally or incidentally, to the overall correctional aim of inmate rehabilitation.

Research Questions

This research study sought to fill some gaps relating to correctional education by exploring answers to the following research questions within the specific and limited context of the adult basic education (ABE) and high school equivalency (HSE and pre-HSE) programs within correctional institutions in the northeastern United States:

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Research question one. How do correctional educators describe and perceive of the quality, value, and effectiveness of the work they do, both individually and collectively/conceptually?

Research question two. What behaviors, strategies, or approaches do correctional educators employ in the classroom that correspond to or result from such attitudes and perceptions?

In sum, this study sought to capture and describe how correctional educators articulate and describe the function of their work, how such perceptions bear upon their attitudes and feelings toward their work, and whether such perceptions and beliefs correspond with specific practices, strategies, or behaviors employed in the execution of their duties.

CHAPTER 3. METHODOLOGY

Approach

This study was designed as a descriptive, phenomenological, qualitative inquiry. That is, it was a non-experimental study that sought to describe attitudes and behaviors of a sample of a population who collectively experience a similar phenomenon. The goal of phenomenological inquiry, according to Seidman (2013), is to have the interview participants reconstruct their experiences within a particular context. Thus, the end product of this approach provided a discussion and description of the essence of the phenomenon of the common experiences, attitudes, beliefs, and corresponding practices of correctional educators.

Interpretive Framework

This researcher employed a social constructivist interpretive framework to the study and its accumulated data, as the purpose of the study was to delve deeply into the lived experiences of the participants, in an effort to describe perceptions of their experiences with the phenomenon of correctional education and correctional education delivery. As explained by Creswell (2009), social constructivism presumes that individuals construct meaning from the contexts within which they live and work, and such individual and subjective meanings are “negotiated socially and... are formed through interaction with others” (p. 8).

This interpretive framework arose out of not only this purpose, but the researcher’s questions, motivations and experiences. Seidman (2013) suggests that phenomenological researchers need not take a disinterested stance on their subject matter, but instead should acknowledge their own interest in and connection to the subject of inquiry which motivated

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and sustained the study. However, a necessary balance must be struck between closeness to the subject matter and a connection so intimate that the researcher might already know the answers to her questions, and thus might simply seek to corroborate her own experiences. Accordingly, Creswell (2007) suggests researchers acknowledge the extent to which their own background and interests bear upon their processes as well as their interpretations, suggesting that researchers “‘position themselves’ in the research to acknowledge how their interpretation flows from their own personal, cultural and historical experiences” (p. 24). The constructivist interpretive framework served to highlight the purposes and justify the efforts for this inquiry. But, having defined the framework in this way, it was also necessary to expand briefly, but thoroughly, upon the background and the role of the researcher as situated within this study.

Role of the Researcher

LeCompte and Preissle (1993) indicate that a research design may be defined by the “role that the researcher plays vis-à-vis study participants,” (p. 36). Lareau’s (1989) work echoes this assertion, underscoring that specific aspects of the field work component of qualitative research are critically important, including consciously balancing the tenuous role of researcher at the research site. The researcher in this study was a former “insider” in correctional education in the northeast, but no longer holds such status and is perhaps closer to an objective viewer at this time. Nevertheless, in order to address any subjectivity and the influence of past experience on the researcher’s perceptions, observations and interpretations, it was important to articulate the role of the researcher as “visible in the ‘frame’ of the research as an interested and subjective actor rather than a detached and

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impartial observer” (Lester, 1999). For purposes of this study, the researcher’s own background and experience in this regard are hereinafter explained in detail, both as an intentional disclosure with respect to ethics and bias, but also as a frame within which data was interpreted and meaning was constructed.

Methods

This study was designed as a qualitative, descriptive study. That is, it was a non-experimental study that sought to describe attitudes of a sample of a population via administration of interviews. The qualitative data from participant interviews was transcribed, coded and analyzed, with emergent themes or data subsequently reported out.

Data Collection, Analysis and Reporting

This qualitative inquiry included the following participant sample, setting, sampling method, and data collection, analysis and reporting procedures.

Sampling, Setting and Participants. With respect to the sampling procedure, the snowball method was employed, which “identifies cases of interest from people who know people who know what cases are information-rich” (Creswell, 2007, p. 158). According to Biernacki and Waldorf, (1981), snowball sampling, or “chain referral sampling” as it is alternately known, is a sampling technique commonly employed in qualitative sociological research. They suggest that it may be uniquely suited to qualitative sociological research because it “allows for the sampling of natural interactional units” (p. 141). Of additional relevance here, chain referral or snowball sampling was especially useful for gaining access to populations that are difficult to study, or who have low social visibility (Biernacki & Waldorf, 1981). Correctional educators are, arguably, an extremely understudied

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population, with very low social visibility to whom access is often difficult. The academic teachers selected for participation were culled initially from one correctional educator known to the researcher. The sample subsequently enlarged as a result of the snowball sampling strategy employed to generate additional interview participants.

Biernacki and Waldorf (1981) explain that, contrary to the relatively common belief that snowball sampling is either self-propelled or automatic, the actual process is much more deliberate and intentional than that. The study aimed to interview a selection of at least five participants from the overall population. To produce this sample, the researcher took care to select participants that represented varied facilities, varied security levels to the extent possible, and varied geography within the targeted northeastern region. Participants in this study consisted exclusively of correctional educators currently employed within a prison system in the northeastern United States. Such employees were state-certified teachers who are employed on a full-time or part-time basis teaching Adult Basic Education, Pre-High School Equivalency, High School Equivalency, English as a Second Language, or any of the above-noted academic classes alternately identified as the Spanish-speaking version of the equivalent course. Education supervisors were included in the investigation if they had fewer than five years of supervisory experience. Participants were selected only from maximum-security and medium-security facilities. Educators who teach in drug treatment or alternative correctional centers or minimum-security facilities were excluded.

Interview questions. In keeping with the intent to capture rich data, which according to Creswell (2007) will “lead to a textual and structural description of the

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experiences” (p. 81) of the participants, and which will lead the researcher to a more holistic understanding of the shared experiences among the interviewees, the study employed a semi-structured instrument to guide the interview process, which is included here in Appendix A. This semi-structured instrument consisted almost entirely of open-ended questions, with those open-ended questions structured around the research question constructs of quality, value, effectiveness and pedagogical practice.

Seidman (2013) provides guidance on structuring in-depth, phenomenological interview question protocols around four themes. Those four themes include: 1) temporality; 2) subjectivity; 3) lived experience; and 4) meaning/meaning in context. Anchored around these four themes, interview question should be open ended to the extent that participants are able to reconstruct, rather than remember, their experiences. Researchers should strive for questions that seek to mine the interviewee’s individual points of view, focusing on and reflecting upon lived experiences to the extent that interviewees can engage in the “act of attention” that allows respondents to consider the meaning of their experiences.

The interview question protocol appended here was constructed of questions which asked interviewees to provide anecdotes, reconstruct experiences, describe and illustrate their own personal stories, and characterize and describe the experience of being a correctional educator. The protocol offered indirect questions as well, which allowed for the interviewee to construct opinions, feelings, and beliefs about the phenomenon of correctional education without disclosing or defending personal stories, but which may have revealed deeply personal behaviors and experiences nonetheless.

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Interviewing. Interviews were conducted off site. That is to say, no participants were interviewed in the native environment of the correctional facility. The researcher offered the following methods of interviewing, depending on the needs, availability and geography of the intended interviewee.: Either an in-person, face-to-face interview at a participant's home or a public location of her choosing; a Skype meeting-interview to approximate the experience of a face-to-face interview as nearly as possible; or a telephonic interview.

The interviewee was given the choice of interview location/medium since, as Seidman (2013) suggests, the interview relationship should be established as equitable and reciprocal, rather than utilitarian. Although remote interviews might have worked best for the interviewer, in order to establish the necessary relationship with interview participants, the researcher was committed to accommodating the location and medium preferences of the interviewees to the extent possible.

The interviews were recorded. Participants were notified that interviews were anticipated to last up to 90 minutes. No participant selected a video/Skype interview; thus, in the telephonic interviews, the *Recording* app by Tapmedia Ltd. on the researcher's smartphone was used as the primary digital recording mechanism, in addition to a backup digital voice recorder used for redundancy.

Phenomenological Data Analysis. Upon completion of each interview, the researcher produced a transcript utilizing the *Transcribe* web application, which consists of an audio player and text editor in one web-based application. Transcript data was stored,

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organized, and managed within the NVivo software program, with Microsoft Word-based data files maintained as well for redundancy.

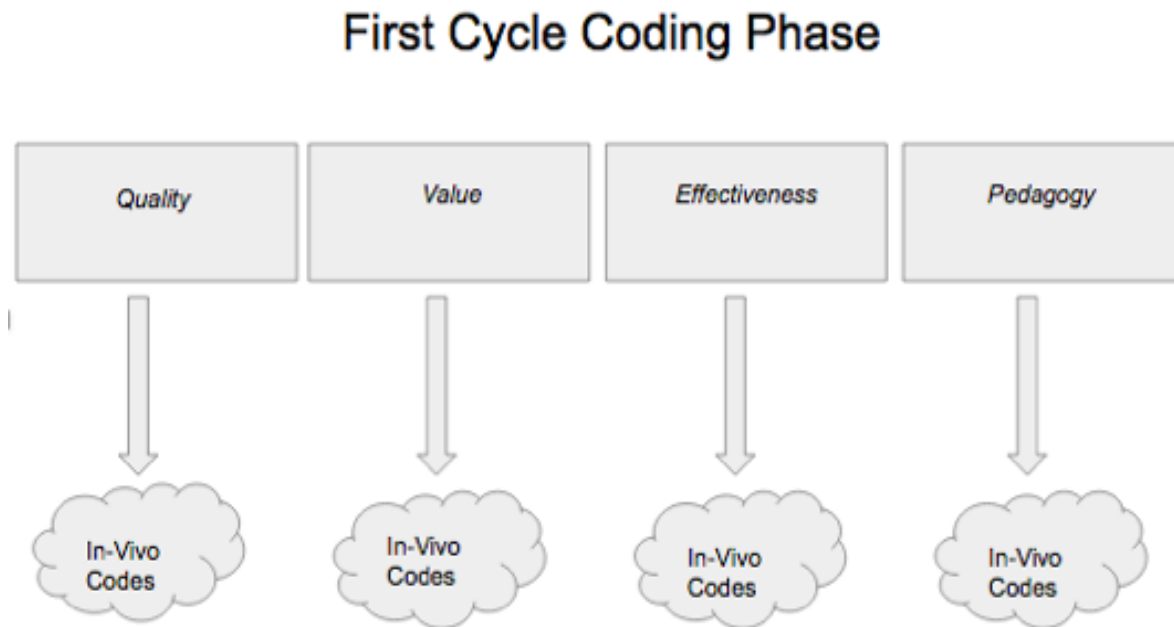
Consistent with the general steps in phenomenological data analysis, the transcripts were then be read, data systematically analyzed, and coded, with quotes, phrases, interpretative notes and what Creswell (2007) refers to as “significant statements” pulled from the data. It is from these data that the “essence of the phenomenon” (Creswell, 2007, p. 82) of correctional educators’ experiences and perceptions of correctional education were interpreted and subsequently reported.

Saldaña (2016) suggests that coding take place in multiple phases. Because this inquiry and its research questions were concerned with very specific constructs of correctional educator perceptions of quality, value and effectiveness, and their expressed beliefs and decisions regarding pedagogy, the first cycle coding phase was devoted to categorizing the data along the lines of the research questions and their constructs. Coding in the first cycle coding phase consisted of individual units of data being assigned a category code, corresponding with one of the constructs of Quality, Value, Effectiveness and Pedagogy.

A secondary code was also assigned to such identified units during the first cycle coding phase, which was an in-vivo code, or an assignation of the verbatim words of the participants’ themselves. In-vivo coding is particularly appropriate for qualitative studies that seek to explore and give voice to the experiences of the subjects of study, since participants’ own words are likely to best capture, concretize and give meaning to their

lived experiences (Saldaña, 2016). Figure 1 visually represents the two levels of category and in-vivo codes which were assigned during the first cycle coding phase.

Figure 1. First Cycle Coding Phase



According to Saldaña (2016), the second cycle coding phase provides “advanced ways of reorganizing and reanalyzing data coded through first cycle methods” (p. 234). One such coding method that is useful in grouping and condensing larger units of coded data into more meaningful, thematic, or conceptual codes is pattern coding (Saldaña, 2016). Similar codes from the first cycle coding phase were synthesized into conceptual patterns, or meta-codes, which Saldaña (2016) suggests are particularly useful in identifying a group’s shared beliefs and perceptions and/or establishing a dominant discourse.

Throughout both the first cycle coding phase and the second cycle coding phase, analytic memo writing occurred as a complement to the coding work. Analytic memo writing assisted the researcher in documenting and memorializing the processes associated

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with data analysis as an end in itself. However, analytic memo writing also served to assist the researcher in identifying emergent patterns, concretizing thoughts, concepts and theories relating to the data, and explicating relationships between and among subjects' words and experiences.

Expected Findings

This qualitative, interview-based inquiry was expected to contribute to what is presently known, and begin to add substance and depth to what is not yet known or well understood, about the phenomenon of correctional education delivery in northeastern United States prisons. Importantly, this inquiry was expected to provide description and detail about this phenomenon from the critical perspective of those who work within those systems and provide those educational services to the inmate populations, focusing narrowly on correctional educators' behavior and performance, as well as the attitudes and perceptions of correctional educators toward education's rehabilitative role and value. Qualitative inquiry was singularly appropriate for this type of study, as the metrics with which correctional education is presently measured (staffing, funding) do not provide the fullest picture of correctional education quality, value, or practice. This inquiry began to complete that picture.

CHAPTER 4: RESULTS

This study was designed utilizing an interviewing technique to collect, organize, interpret, and describe attitudes of a sample of correctional educators concerning the phenomenon of correctional education, its quality, value, and effectiveness, as well as the actual behaviors and activities engaged in by correctional educators. The reported results include detailed description of the processes engaged in to collect such data, as well as reporting on the data collected, and its emergent themes as revealed through phenomenological data analysis.

Data Collection and Analysis

This qualitative inquiry included the following participant sample, setting, sampling method, and data collection, analysis and reporting procedures.

Data Collection

The initial interview participant, hereinafter referred to as P1 (P1), was contacted by the researcher by telephone, at which time the researcher briefly explained the study and invited the individual to consider participating in an interview. The participant did not initially agree, but instead suggested that he needed to consult with members of his union as to whether or not participation in research was a permissible activity, given the blanket prohibition Participant P1 explained was in force for correctional employees from speaking to the “media.” The researcher thanked P1 for considering, requested his email address for further communication, and ended the conversation with an agreement to follow up with Participant P1 within two weeks. Subsequent to the phone conversation, the researcher

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emailed Participant P1 the Participant Recruitment Letter (Appendix B) which explained the study in more detail.

When next the researcher contacted Participant P1, he agreed to participate, having confirmed a distinction between “media” and “research” with his union representatives, and also indicated that he had printed out the Participant Recruitment Letter and shared it with multiple educators in his facility, as well as two individuals outside of his facility. One educator from his facility agreed to be contacted about an interview, and both of the individuals from the two other facilities agreed to be contacted as well. Participant P1 provided the researcher with phone numbers for the additional participants. One of the individuals who originally agreed to participate never scheduled an interview, but the two other educators did, and provided additional prospective participant contact information for further interviews until the total participant number was five, after which no further prospective participants were proposed or could be contacted. Interviews were scheduled and conducted over a period of two months. Table 1 provides a graphic representation of participants’ demographic attributes.

Table 1. Demographic Attributes of Interview Participants

(Attribute)	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Gender	M	F	F	F	M
Facility Security Type	Medium	Maximum	Maximum	Maximum	Medium

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Years Correctional Teaching	13-15	10-12	Less than 1-2	Less than 1-2	10-12
Years Total Teaching	14-15	10-11	12-13	14-15	14-15

Interviewing. The study employed a semi-structured instrument to guide the interview process, which is included here in Appendix A. This semi-structured instrument consisted almost entirely of open-ended questions, with those open-ended questions structured around the research question constructs of quality, value, effectiveness, and pedagogical practice. Interviews were conducted off site, and every interview participant chose a strictly telephonic interview, with no face-to-face or video components. Some participants expressed concern at being on video for fear of negative consequences from their employers, despite acknowledging the confidential processes associated with the research project.

In all cases, the interviews were audio recorded. Participants were provided with an informed consent document via email approximately 24 hours prior to the interview date, and instructed to read the document thoroughly so that any questions might be resolved prior to the interview. Although the informed consent document notified participants that interviews were anticipated to last up to 90 minutes, actual interview times ranged from 36 minutes on the low end, to an hour and 25 minutes on the high end.

In advance of recording each interview, a pre-interview script (Appendix C) was read to each participant reiterating the confidential nature of their participation, informing each participant that she will be asked to acknowledge receipt of the Informed Consent document on the record, reiterating the purposes and processes for the interview, and

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offering the opportunity to have any remaining questions answered before proceeding. At the start of each interview, participants were asked to confirm on the recording that they had read and understood the informed consent document, and that they were participating voluntarily in the study. A few demographics were then recorded for each participant, including facility security level, teaching certification, current teaching assignment, years teaching altogether, and years teaching in corrections. The researcher took notes on her laptop concurrent with each interview session, and brief follow-up reflection notes as well, which served primarily as a means of memorializing noteworthy statements that were made once the recording was turned off, and were referred to as an additional aid during the analysis phase for connection, congruity, and thematic development between participants' interviews. The researcher asked clarifying questions during interviews as necessary and appropriate, and pursued minimal follow-up lines of inquiry outside of the interview questions as those topics arose in the process as well.

Phenomenological data analysis. Upon completion of each interview, the researcher produced a transcript utilizing the *Transcribe* web application, which consists of an audio player and text editor in one web-based application. Transcript data was stored, organized and managed within the NVivo software program, with Microsoft Word-based data files maintained as well for redundancy.

Transcripts were then read, data systematically analyzed, and interpretive notes were recorded as data was coded, with quotes, phrases, and in-vivo statements highlighted in the transcripts. Coding took place in multiple phases. The first-cycle coding phase was devoted to categorizing the data along the lines of the research questions and their

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constructs. Coding in the first-cycle coding phase consisted of individual units of data, ranging from a few words to sometimes entire passages, being assigned a thematic or category code, corresponding with one of the constructs of quality, value, effectiveness, or pedagogy. Nodes, which are simply digital containers within the software program NVivo which hold codes, were created corresponding with the thematic constructs, and the data units were coded to their respective nodes.

A second-cycle pattern coding phase was performed as well. Similar codes from the first-cycle coding phase were synthesized into conceptual patterns, or meta-codes, to begin to identify the group's shared beliefs and perceptions, and flesh out the participants' emerging dominant discourse.

To accomplish this, a group of child nodes were created in NVivo under each of the parent nodes of quality, value, effectiveness, and pedagogy, and each transcript was again analyzed and coded a second time, with data coded to one or more child nodes. At this time, an additional parent node was also created in addition to the original quality, value, effectiveness, and pedagogy nodes: an attitudes – general node. This coding scheme allowed other meaningful utterances or important concepts which fell outside of the four main concept themes to be coded for further analysis; and child nodes for gathering meta-codes under this were created as well.

Finally, because a significant thrust of the study concerned the descriptions and perceptions of correctional educators toward various aspects, attributes, or qualities of correctional education, the second-cycle coding phase included creation of a new set of nodes, denoted as simply Positive and Negative. All data within the second-cycle phase

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child nodes was then analyzed a final time, and words, phrases, sentences and passages were again coded, this time to one or the other of the general positive or negative nodes. Positive and negative coding was intended to provide an overall general characterization of correctional educators' perceptions, descriptions, and experiences.

Reporting of Results

This study employed a qualitative methodology using interviewing technique with five participants. A phenomenological approach to data analysis was undertaken so that participant responses could be defined by or categorized into thematic units representing the phenomenon of correctional education from the perspective of the participant interviewees.

In line with the research questions in this study, the following results reflect the specific components of the research questions as addressed in the semi-structured interview protocol (Appendix A) as themes. Research question one explored how correctional educators describe and perceive their work, both individually and collectively/conceptually; and question two explored the behaviors, strategies, and approaches correctional educators employ in the classroom that result from or may be attributable to such perceptions and beliefs. As such, the results were reported out primarily organized by the research-question themes of correctional educators' descriptions and perceptions of their work; and correctional educators' behaviors, strategies, and approaches in the classroom. Additionally, study results included here provided information about general attitudes not otherwise subsumed under one of the research-question themes, followed by general results on the extent to which correctional educators

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describe and perceive their work in negative or positive ways.

Correctional Educators' Descriptions and Perceptions of their Work

Following the first-level data analysis phase in which the interview transcripts were coded by research-question-based, thematic nodes, second-level pattern coding was conducted, which divided each thematic node into sub-units, or meta-codes, which began to reveal concepts and shared belief patterns among participant interviews. The high-level theme of quality was coded into seven individual concepts, beliefs, or sub-themes; the high-level theme of value was coded into four individual concepts, beliefs, or sub-themes; and the high-level theme of effectiveness was coded into five individual concepts, beliefs, or sub-themes.

Table 2 presents a graphic representation of the concepts and shared beliefs, hereinafter referred to by a theme-concept referent (Quality.Concept.1 = Q.C.1) attributable to each research question theme specific to research question one: quality, value and effectiveness.

Table 2. Concepts and Shared Beliefs by Research Question Themes: Quality, Value, Effectiveness

Theme	Concept	Referent
Quality	Environment	Q.C.1
	Instruction	Q.C.2
	Instruction Time	Q.C.3
	Irrelevant	Q.C.4

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	Resources	Q.C.5
	Teacher Attitude	Q.C.6
	Test Scores	Q.C.7
Value	For Society/Public	V.C.1
	For the Offender	V.C.2
	For the Teacher	V.C.3
	Security's Perspective	V.C.4
Effectiveness	Environmental Influences	E.C.2
	Personal Development/Rehabilitation	E.C.3
	Recidivism	E.C.4
	Teacher Responsibilities	E.C.5

Quality. With respect to correctional education quality, interview participants were asked to describe what a quality correctional education program looked like to them. They were also asked if an outside agency was planning to look at their facility's educational program quality, what variables, factors, inputs or outputs would they want that agency to measure or scrutinize, and why. Finally, with respect to correctional education quality, participants were asked to characterize the overall quality of their facility's education program. Alternately, they were given the option to choose to confine their descriptions of correctional education quality to their own classroom/teaching quality, or to describe their peers' classrooms.

Seven distinct concept areas or beliefs regarding correctional education quality emerged from the interviews. Those areas included concepts or beliefs associated with

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the correctional environment (Q.C.1); quality of instruction (Q.C.2); availability of instruction time (Q.C.3); the irrelevance of program quality (Q.C.4); program resources (Q.C.5); teacher attitudes (Q.C.6); and test scores (Q.C.7).

Table 3 presents a graphic representation of the seven distinct concepts, or beliefs associated with correctional education quality as revealed through participant interviews, arranged by (a) the number of times each concept was expressed or described by interviewees and its relative frequency; (b) the number and percentage of interviewees who expressed such concepts, or perceptions, and (c) the number and percentage of interviewees who expressed each concept more than once during the interview.

Table 3. Concepts of Correctional Education Quality by Participant Frequency

			Expressed Concept		Expressed Concept > 1	
Concept	Total Times Expressed	Relative Frequency	<i>f</i>	%	<i>f</i>	%
Environment (Q.C.1)	7	.13	3	60%	1	20%
Instruction (Q.C.2)	12	.23	3	60%	3	60%
Instruction Time (Q.C.3)	5	.09	2	40%	2	40%
Irrelevant (Q.C.4)	2	.04	2	40%	0	0

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Resources (Q.C.5)	13	.25	4	80%	3	60%
Teacher Attitudes (Q.C.6)	8	.15	2	40%	2	40%
Test Scores (Q.C.7)	6	.11	5	100%	1	20%

It should be noted that frequency as reported with respect to qualitative data is not indicative nor should it be interpreted as attributing importance or relative importance to any such related concept, but is instead a lens through which to view both the density of expression of a particular thematic concept, or the extent to which there is variability within a theme.

Environment (Q.C.1). Issues, concepts, or beliefs associated with the quality of or related to the correctional education environment (Q.C.1) were expressed seven times (rel. $F = .13$) throughout the course of all five participant interviews, and such beliefs were expressed by three distinct interviewees. However, only one such interviewee discussed the correctional environment (Q.C.1) more than one time.

A relatively consistent description among participants of the physical environment (Q.C.1) of correctional education suggested that correctional facility classrooms and school buildings are appointed in much the same way in terms of furnishings and setup, and are aesthetically similar, to classrooms in public schools in the community. Participant P4 described her classroom as clean and bright, with both exterior and interior windows, allowing considerable natural light. This was, to Participant P4, both surprising and

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appealing to her when she first became a correctional educator. Those participants who described the physical facilities and spaces in the classrooms and buildings suggested that with respect to this aspect of the environment that the correctional facility classroom is either adequate for or conducive to the provision of quality education.

Outside of the physical environment, however, participants expressed some concerns relative to other aspects of the correctional environments (Q.C.1) and their impact on quality. Participants who spoke about environment (Q.C.1) with respect to correctional education quality noted variations on the extent to which it impedes or mitigates against quality. One interviewee expressed levels of frustration at the discontinuous nature of correctional education, given the facility-related demands on an inmate's time, programming, housing, and more; and the resulting intrusions on an inmate student's education. This participant characterized the environment's (Q.C.1) impact on correctional education, referring to it as "constantly a revolving door, because there are issues in the blocks... they may draft out and not know it, they may go out on a medical trip, they may be keep-locked and then removed from school." This participant suggested that environmental factors such as this create additional paperwork for the teachers, prevent continuity in an inmate student's education, and prevent teachers from having standard or fixed lessons plans, or even daily plans, because the classroom environment and composition is continually in flux.

Participant P3 described the extensive testing and paperwork processes associated with receiving a new student in one's classroom, including placement testing in reading and math for each individual, and the creation of individualized education plans for each

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inmate student. This interviewee noted that correctional processes provide for new students each week, requiring individualized paperwork and testing for each incoming student, resulting in a reduction in overall valuable instructional time for the class as well as an inability to craft or adhere to lessons or daily plans. She said, “So that's the frustrating part, that it's a lot of paperwork, because you're constantly getting new students all the time. So as far as having a set plan as to what you're going to do, it never happens.”

Another noted concern among participants relative to environment (Q.C.1) was the restrictive procedures associated with bringing items into the facility classroom that might be useful in creating a robust educational experience. Participant P1 noted,

Another problem that we're running into is, because of the environment, we're not able to access a lot of the outside resources that we could if we were teachers on the street. I am in the habit of scouring the internet to bring in useful worksheets and similar materials, and then make copies at work. However, that's as far as I can go. I couldn't bring in -- I know PowerPoint's outdated, but just as a for-instance, I couldn't bring in a PowerPoint presentation without jumping through about seventeen layers of hoops. If you want to bring in manipulatives, if you're teaching in a low-end or ABE classroom, that's nye-on (sic) impossible without getting seventeen forms signed, sealed and delivered.

In this and other statements, participants drew comparisons between what they referred to as teaching “on the street” versus teaching in a correctional facility, suggesting that accessibility and availability of resources, experiences, and services supportive of education are vastly diminished because of the correctional environment (Q.C.1).

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Discussion of resources was thread throughout a number of the study themes and sub-themes, in fact, as it was with respect to environment (Q.C.1). Resources (Q.C.5) were discussed in their own right with respect to correctional education quality as well.

Resources (Q.C.5) and instruction time (Q.C.3). Discussion of resources (Q.C.5) was a prevalent sub-theme with respect to the quality of correctional education, as was the specific resource of instruction time (Q.C.3). Inasmuch as some of the primary resources (Q.C.5) concepts related specifically to budget, fiscal resources, and materials, instruction time (Q.C.3) is included here as a related concept, but is discussed separately.

Issues, concepts, or beliefs associated with resources (Q.C.5) as they pertain to the quality of or related to correctional education were expressed 13 times (rel. F = .25) throughout the course of all five participant interviews, and such beliefs were expressed by four distinct interviewees. Three interviewees discussed the quality of correctional education related to resources (Q.C.5) more than one time.

The most common references to resources (Q.C.5) within the participant interviews included books and related educational materials; supplies, pens, pencils, paper, etc.; and technology. Although one participant described her resources as “fairly decent,” and praised her most recent order of books from the past school year as “brand-new,” and “up-to-date,” it was most common for correctional educator interview participants to describe resources (Q.C.5), regardless of type, as “limited.” Indeed, this same participant who described her materials as fairly decent also suggested that she would enjoy it if she didn’t work in a resourced environment similar to Laura Ingalls Wilder time, where pencil and paper were required for everything. Participant P4 said,

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I don't want to go on the internet. Just to word process, for myself, so I don't have to grade his handwriting. And these poor people, they're trying to read my stuff... really, it's like painstaking to make them little homemade worksheets and stuff from the classroom.

Technology was commonly discussed among interview participants' references to resources (Q.C.5), in sentiments similar to what was described above. Although specific technologies like PowerPoints and SmartBoards were mentioned as those materials that could facilitate better quality learning outcomes for inmate students, simple technologies like word-processors or even DVD players were mentioned as well. Participant P1 noted that VHS videocassette recorders are still in use in correctional classrooms.

One participant did explain, however, that correctional facilities are beginning to introduce electronic tablets for use by inmates. Although this participant did not describe the specific application of tablet technology in her facility, nor even whether tablets might be used in the classroom setting at some future point, she did note that, "Tablets are going to be used for SHU inmates or combined inmates for different programs to allow them to be able to be updated with technology when they get out on the street."

While certain technology restrictions were noted as being related to security protocols specific to the correctional environment, like VHS use as opposed to DVDs because DVDs can be broken and used as weapons, or directives preventing inmate use of the internet, other sentiments with respect to the lack of technology, as well as other resources, were directed more toward budgets, finance, and fiscal resources. Participant P1 noted that teachers are typically allotted a budget each year to requisition books and

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materials for their individual classrooms, but that dollar figure has shrunk from year to year. The end result is that new materials are not being purchased, and teachers are working with very old resources, in some cases. Participant P1 suggested that, as with many endeavors, quality and success often rely on time and money. Participant P2 suggested, "It's really up to you to use materials that could possibly be twenty or thirty years old and do something with them, and use your time wisely."

Time, and more specifically instruction time (Q.C.3), was the other resource area discussed by participants with respect to correctional education quality. Issues, concepts, or beliefs associated with instruction time (Q.C.3) as pertains to the quality of or related to correctional education were expressed five times ($\text{rel. } F = .09$) throughout the course of all five participant interviews, and such beliefs were expressed by two distinct interviewees. Both of these interviewees discussed the quality of correctional education related to instruction time (Q.C.3) more than one time.

Three areas of focus relating to instruction time (Q.C.3) emerged from the interviews: teachers' decisions with respect to how they use the time they are allotted; the structure of instruction time as it impacts instructional options; and concerns and beliefs relating to the amount of instruction time. More broadly, the instruction time (Q.C.3) discussions were divided between the manner in which the teacher operates within the time available, versus quantifying and assessing the amount of time given or devoted to education or instruction.

Some participants noted that they are given a block of up to three hours per day to work with a group of students on all subject areas, but that beyond that unit of time it is

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open and unstructured. For this reason, a teacher can devote three hours to mathematics instruction in a particular day if so inclined, for example. This highlighted a distinction between correctional education and education in community public schools, because participants noted such extended time devoted to one subject would not typically be possible on the street.

Related to this notion of unstructured options available to correctional educators, Participant P3 noted that, regardless of time allotted, time is only as valuable as the teacher him- or herself, the instructional strategies employed, and the teacher's focus on student success. She characterized herself as part of quality correctional education given her focus on using the allotted time "wisely" with her inmate students.

Participant P1 focused less on the teacher's creative or wise use of time or instructional strategy and planning, but instead on the inadequacy of time allotted given the vast needs and learning challenges of the inmate student population. He noted,

One of the true deficiencies that I see is in the number of program hours that we have. We only have these guys for three hours a day, and they're asking us to cover all of the subject areas. And they expect us to see a turnover. I believe that it's one year that they enter a particular level they are expected to promote out of that. And for these guys, it's simply not enough.

With a program emphasis on promotion and passing test scores, some participants expressed the belief that limited resources like budgets, materials, time and even inmates' personal characteristics, like "intellectual capacities and willingness to work," diminish correctional education quality.

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Instruction (Q.C.2), and test scores (Q.C.7). Factors that correctional educator participants judged or discussed more commonly as contributing to or were representative of correctional education quality included instruction (Q.C.2); and test scores (Q.C.7). Issues, concepts, or beliefs associated with instruction as pertains to the quality of or related to correctional education were expressed 12 times (rel. $F = .23$) throughout the course of the participant interviews, and such beliefs were expressed by three distinct interviewees. All three such interviewees discussed instruction (Q.C.2) as pertains to the quality of or related to correctional education more than one time. Issues, concepts, or beliefs associated with test scores (Q.C.7) as pertains to the quality of or related to correctional education were expressed six times (rel. $F = .11$) throughout the course of the participant interviews, and such beliefs and remarks were expressed by all five interviewees. However, only one such interviewee discussed test scores (Q.C.7) as pertains to the quality of or related to correctional education more than one time.

The most accurate representation of participant responses with respect to instruction (Q.C.2) is that correctional educator participants varied significantly with respect to how they characterized and described instruction (Q.C.2) and their beliefs about its relevance to or role in quality correctional education. Similarly, correctional educator participants varied significantly with respect to how they characterized and described *their own* instruction (Q.C.2) compared to their peers' instruction and their beliefs about its relevance to or role in quality correctional education.

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Only one participant judged correctional education quality with regard to instruction (Q.C.2) overall as poor. When asked to characterize overall instruction (Q.C.2), Participant P3 said,

Because I see it every day, I would say [it's] not great. But when you look at it numbers wise, we just had probably, in the entire facility, I think we had maybe fifty-five or sixty graduate. So, I guess that looks good. But knowing what certain people do in their room, and knowing how they instruct in their classrooms, I would say it's not great. I personally feel that way.

Participant P5 indicated that when “fifty-five or sixty graduate,” test scores (Q.C.7) are externally judged as markers of quality. Test scores (Q.C.7) were noted by a number of participants as indicators of correctional education quality, and some also conflated the two concepts of instruction (Q.C.2) and promotion-eligible or graduation-eligible test scores (Q.C.7) as indistinguishable conceptually. Those who discussed instruction (Q.C.2) as a factor in correctional education quality used global terminology to express an impression of quality or instruction (Q.C.2) on the whole as “excellent,” or that instruction is “wonderful,” or that everyone on the whole does a “wonderful job,” or “we generally do a very good job with the resources we are given.” Yet, those same individuals who characterized overall quality and instruction (Q.C.2) as excellent or wonderful also characterized instruction (Q.C.2) in their peers’ classrooms more critically.

Participant P1 described the move from the GED exam to the TASC test as particularly challenging for correctional educators. While Participant P2 described correctional educators’ instructional efforts, as well as inmates’ educational progress, as

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“remarkable” post-implementation of the TASC test because of its difficulty, Participant P1 expressed discouragement at the lack of preparatory and instructional effort on the part of his peers. He described correctional educators as being “stuck in a rut,” or not being willing to make the instructional changes needed to teach TASC courses because it required additional effort to learn new math. Participant P1 suggested that his facility had many educators who had not had any math courses or training in many years, “and it shows.” He said, “The reason I think that I ended up with the HSE classroom is because... I was one of the only people that was willing to put in the work to learn any of the math that I didn't already know.”

The other correctional educator participants who described quality and instruction (Q.C.2) as good, or excellent, or wonderful, expressed similarly critical sentiments about other correctional educators’ instruction (Q.C.2) as Participant P1. Again, correctional educator participants related examples of individuals who are not willing to put in the work, or who “do the bare minimum,” despite positively assessing the overall quality of their facility’s correctional education program and its instruction (Q.C.2).

Participant P3, who assessed instruction (Q.C.2) and correctional education quality as “not great” had more to say on the matter. She described her own instruction (Q.C.2) in detail, providing examples of lessons on Nelson Mandela, or research projects on U.S. states, that exemplify quality instruction (Q.C.2) in her facility’s education program. But when comparing her own to her peers’ instruction (Q.C.2), she indicated,

There's nobody else actually in my building that does anything like that. They basically – and this is horrible to say – they will put out textbooks or put out

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worksheets, and their students will come in and they will read the assignments on the board, pick up whatever materials they need, and work quietly for three hours. There really is no teaching. I work with a few people who are actually scared to leave their desk and go to the board and teach...there's really no one else in my building that does that. It is very much independent-type work where they are just given assignments and they complete them.

Participant P3 characterized her peers' instruction (Q.C.2) as marked by persistent disregard for inmate students' learning, stating that many of the teachers in her facility believe that they get paid regardless of inmate success or progress, and thus, "It does not matter if they pass, or if they're able to multiply or divide, or if they can do a thing when they leave our room." She suggested that quality instruction (Q.C.2) is absent because investment in the inmate students is absent, and the result of such sentiment is teachers who sit at their desks disengaged, allowing inmates to teach their classes, while working on crossword puzzles during the three-hour teaching module.

Participant P5 is the only one of the interviewees who did not characterize the quality of correctional education at his facility as either good or bad. Instead, he defined quality as one that shows inmate students progressing through testing out of lower-level classes, into higher-level classes, or to graduation, irrespective of instruction (Q.C.2), or even teachers. Quality is test scores (Q.C.7). Participant P5 said,

There is a belief that as teachers we're going to somehow provide these guys with an education. I think they will do this in spite of us. If you give them the opportunity to learn, they will. And they will equally learn, in spite of us, that they

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don't want to learn. Doesn't matter what you do, no matter how good your act is, no matter how good your planning is, your plans can go away and they don't care. A quality education program for me is going to show movement.

Participant P5 suggested that with respect to correctional education quality, the inmate student's progress through his coursework and his testing, and neither the teacher nor the instruction (Q.C.2), is ultimately what matters.

Teacher attitude (Q.C.6) and quality irrelevance (Q.C.4). Teacher attitude (Q.C.6) and the irrelevance of correctional education quality (Q.C.4) are both functionally related to the concept of "what matters," and are related to each other as well. Issues, concepts, or beliefs associated with teachers' attitudes (Q.C.6) as pertains to the quality of or related to correctional education were expressed eight times (rel. $F = .15$) throughout the course of the interviews, and such beliefs were expressed by two distinct interviewees. Both of these interviewees discussed the quality of correctional education as related to teachers' attitudes (Q.C.6) more than one time. Issues, concepts, or beliefs associated with the irrelevance of correctional education quality (Q.C.4) were expressed two times (rel. $F = .04$) throughout the course of the participant interviews, and such beliefs were expressed by two distinct interviewees. However, neither interviewee discussed the irrelevance (Q.C.4) of correctional education quality more than one time.

Those participants who spoke about teacher attitude (Q.C.6) as related to correctional education quality referenced the importance of teachers being able to "care about and respect the students at the appropriate level." When discussing concepts of teacher attitude (Q.C.6), participants ascribed low effort and poor instruction (Q.C.2) at

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least partially to negative attitudes and an overall dearth of caring or respect for inmate students.

Participant P4 described the extent to which small gestures of concern for inmates are important to overall program and instructional quality. She provided an example of concern as simply wishing inmate students a good weekend as they left her classroom. However, she added that she has been swiftly discouraged by security from making such gestures. A member of security remarked to her, “Don’t tell them to have a good weekend. Just tell them to leave.” She explained that, in her estimation, this is emblematic of the distinction between security and educators. Where security sees the individuals in her classroom as inmates, she sees them as students.

Participant P4 suggested that security believes that education and education quality do not matter, that teachers’ efforts do not matter, and that they are, in fact, wastes of time and money. Participant P4 was not the only interviewee to characterize security’s perceptions in this way. She firmly disagreed with this stance, however, suggesting that at least at this stage in her career, she believes inmate students are human and deserve respect; that inmate learners want to learn; and that education, and thus her instructional quality and performance, very much matter.

Notwithstanding Participant P4’s convictions about quality and what matters, there were similarities between how security’s views were characterized and the way some of the interviewees themselves expressed beliefs about whether quality, or teachers, or instruction, even matter. Participant P2, who is presently an education supervisor, and had been out of the classroom for only six months at the time of the interview, when asked

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about what a quality correctional education program would look like to her, replied, “That is an amazing question,” and then laughed, remarking, “I don’t know. I’ve never really thought about it.”

In this same vein, Participant P1 offered the following remark in the open-ended conclusion of the interview, where the researcher asked whether he had any additional comments or experiences he’d like to share. This question was asked outside of any discussion of quality, and without any prompting with thematic suggestions or reminders. At first he intended to close the interview without further comment, declining any additional contributions. But then he reversed course and said,

Yeah, I guess I can say it. If I have twenty guys, eighteen guys in a class, I've said before that I have six guys that, no matter what I do, I can be the worst teacher in the world, I've got six guys that are still going to get through that out of those eighteen. And I can be the best teacher in the world, and I've got six guys that are not going to be capable or willing to do it no matter what. So, what I see my role as being is keeping the six guys that are undecided away from the guys that are on the never-going-to-do-it end. That's really my technique and my thinking every day, I guess.

As with perceptions and beliefs about correctional education quality with respect to instruction (Q.C.2), both the beliefs and perceptions about correctional education quality with respect to teachers’ attitudes (Q.C.6), and beliefs concerning whether or not correctional education quality is relevant (Q.C.4) conceptually to quality or the work that correctional educators perform, was quite variable.

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Value. Value is the second theme which was explored in the context of research question one: How do correctional educators describe and perceive of the quality, value, and effectiveness of the work they do, both individually and collectively/conceptually? The value of correctional education, based on the totality of participant responses, was perceived of and described by correctional educator interviewees with less variability and somewhat more congruity than the theme of quality.

With respect to correctional education value, participants were asked to discuss and describe the value, if any, in providing correctional education to adult inmates; and to provide a vignette, anecdote, or reflection that illustrated how correctional education had provided something valuable to a particular inmate or class. Participant responses to questions other than those seeking specifically to uncover perceptions of value revealed some participants' beliefs and perceptions of correctional education value as well.

Four distinct concept areas or beliefs regarding correctional education value emerged from the participant responses and reflections. Those areas included concepts, or beliefs associated with value for society or the public (V.C.1); value for the offender (V.C.2); value for the teacher (V.C.3); and security's perspectives on correctional education value (V.C.4).

Table 4 presents a graphic representation of the four distinct concepts, or beliefs associated with correctional education value as revealed through participant interviews, arranged by (a) the number of times each concept was expressed or described by interviewees and its relative frequency; (b) the number and percentage of interviewees who

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expressed such concepts, or perceptions, and (c) the number and percentage of interviewees who expressed each concept more than once during the interview.

Table 4. Concepts of Correctional Education Value by Participant Frequency

			Expressed Concept		Expressed Concept > 1	
Concept	Total Times Expressed	Relative Frequency	<i>f</i>	%	<i>f</i>	%
For Society/Public (V.C.1)	9	.14	4	80%	2	40%
For the Offender (V.C.2)	28	.44	5	100%	5	100%
For the Teacher (V.C.3)	19	.30	5	100%	5	100%
Security's Perspective (V.C.4)	7	.12	2	40%	1	20%

For the teacher (V.C.3). Questions in the interview protocol did not seek to uncover the extent to which correctional educators perceived of their work as valuable to themselves personally, although these beliefs were expressed in some fashion by all participants nonetheless. Issues, concepts, or beliefs associated with the value of or related to correctional education for the teacher (V.C.3) were expressed 19 times (rel. F = .30) throughout the course of all five participant interviews, and such beliefs were expressed by all five interviewees. Each interviewee discussed the value of or related to correctional education for the teacher more than one time.

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While providing background information in that portion of the interview, each participant disclosed that he or she had no initial plan or even any particular desire to teach in corrections as a career, neither while pursuing their own teacher certification education nor after they had become certified and were seeking employment. This despite the fact that most of the participants discussed having a relatively heightened awareness of correctional teaching positions, since they had one or more relatives employed in the correctional system.

Some participants went into corrections right out of college; others worked in public schools first. Those who worked in public schools first described seeking employment within the correctional field only after experiencing an interruption in employment related to the birth of a child, moving, or other personal reasons after a lengthy period of public school employment. Several educators also discussed their decision as a financial one, admitting that working in corrections was a more lucrative option than teaching in a public school. On the other hand, others who went immediately into correctional teaching post-certification with no period of public school employment characterized their decision as the only option available, taking the position so that they did not lose their teacher certification, or because their geographic area of residence was saturated with certified teachers, but few teaching opportunities. In all cases, correctional education was not their first choice.

With respect to job satisfaction or the personal value correctional education holds for the teacher, two participants described valuable aspects of their work. The first was that correctional educators do not, and cannot, bring work home with them at night because it is

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forbidden by facility rules, so when they leave work behind each day, they truly leave it behind. The second was that correctional educators believe that they do not have some of the more stressful aspects of traditional teaching to contend with, like communicating with parents, or dealing with outside agencies like Social Services and the like. On the whole, participants described their work as less stressful than traditional teaching, and thus valuable in that regard.

But participants described aspects of correctional education that made it more difficult to find personal satisfaction and value in the work as well. Participant P1 remarked that, “Very rarely do we see the fruits of our labors,” and Participant P2 said, “You don't get a lot of fulfillment in ways, because they're not really there to gain the knowledge; they're more there to get out of prison early.” Participants did not describe any personally valuable aspects of the teaching itself, in fact, but multiple participants did remark on the negative impact to their own sense of value and self-efficacy associated with the pervasive perceptions of correctional education by members of security and correctional administration.

Security's perspective (V.C.4). Not all participants discussed security's or correctional administrators' perceptions of correctional education itself, or its value. Instead, some focused on the relationship that members of security have with the teachers as individuals which, for the most part, participants described as relatively benign. In some cases, the relationship was characterized as even quite positive. Those who discussed security's perceptions of correctional education (V.C.4), however, did not characterize it as positive at all. Issues, concepts, or beliefs associated with the value of or related to

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correctional education from security's perspective (V.C.4) were expressed seven times (rel. $F = .12$) throughout the course of all five participant interviews, and such beliefs were expressed by two distinct interviewees. However, only one interviewee discussed the value of or related to correctional education from security's perspective (V.C.4) more than one time.

While correctional educators described their relationship with security as either difficult to characterize because it is variable by individual, or as positive and friendly, or even went so far as to suggest that the teachers are readily considered backup security professionals in their facilities, characterizations of security's perspective on the value of correctional education itself was considerably less endorsing and less favorable on the whole. The participants who spoke about this frankly described how they were told when they began working in corrections that teaching is second, and security is first, even for teachers. While teachers are considered civilian employees in their facilities, their primary role is still chiefly related to security.

But placing teaching second is only part of what participants noted. They described a culture where teachers' enthusiasm is discouraged, the inmate students are belittled, and the education program is mocked. According to Participant P3, security's perspective on correctional education value is confined to its institutional value. In other words, it keeps inmates active, out of trouble, and quiet for extended periods of time, reducing possible security concerns that might arise if inmates were idle instead of in school. She said,

For the time that they are in my class, they're not slashing someone on their block or getting into a fight, or using drugs in their cell, or doing any number of things

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that they could possibly be doing. And it really does make it a safer place for that time.

And with respect to correctional administrators, while they want what she described as “good teachers” in the classroom, they have no concern for what actually occurs in that space, according to Participant P3. She noted that the one and only concern in her facility and in her correctional system is whether or not she completes paperwork documenting what each inmate is doing academically, not the manner in which such education is accomplished, leaving her with the impression that they do not value the functional teaching aspect of correctional education at all. Similarly, according to Participant P4, the only time her instruction matters is when high-level correctional system administrators are touring her facility, in which case the teachers are told to make sure the students are engaging in “student-centered learning” on that day.

Participant P3 noted that her enthusiasm for teaching was laughed at by any member of security to whom she spoke when she first began teaching in corrections. She was told with regard to the education program, “It's just a game that you play. It's a program that needs to be provided, and you just play the game.” She characterized security, for the most part, as having a pervasive negative attitude toward the education program, to the extent that members of security believe correctional dollars should be spent elsewhere. Participant P3 remarked, “They feel like it's a waste of money because, in blatant terms, ‘These idiots are just going to end up back here anyway, so what's the point in trying to educate them?’ basically.” A similar sentiment was noted by Participant P2. She said of security’s perception of correctional education,

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I think they mock it. I don't think they think it does much good. That's the majority of security. There is some security that, you know, says it's good for the ones that want to pay attention. But I would be bold enough to say that the majority of security thinks education is a joke.

While correctional educator participants did not express agreement with the overall negative sentiments they described as security's perceptions (V.C.4) of the value of correctional education, when asked directly about the value of correctional education themselves, their responses tended more toward the individual and less toward the larger public good or its global value as a tool to reduce recidivism.

For society/public (V.C.1). When asked pointedly about correctional education value, not one out of five participants noted its potential positive value to society-at-large or to public safety. Discussion of its perception and value to the public (V.C.1) came up only tangentially within responses to other questions, and in those instances participants described their perceptions of what the public believes about correctional education's value, not what the educators themselves believe is its ultimate value, if any, to society or public safety.

Issues, concepts, or beliefs associated with the value of or related to correctional education for society or for the public (V.C.1) were expressed nine times (rel. F = .14) throughout the course of all five participant interviews, and such beliefs were expressed by four distinct interviewees. Two interviewees discussed the value of or related to correctional education for society or for the public (V.C.1) more than one time.

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But the thrust of these remarks centered primarily around public spending and whether or not inmates are being provided things, like education, that perhaps some do not believe they deserve, or that the public should pay for. Particularly contentious to one participant was the idea of inmates being provided post-secondary education, for a variety of reasons. He concurred with what he considered a prevailing sentiment that public dollars should not be spent on post-secondary education for inmate students. But he conceded that even those who he termed the most “socially conservative” generally agree with the idea of providing a high school credential to incarcerated populations. In his estimation, these socially conservative individuals would be in agreement that,

A high school education is important. It can help one of these guys get a job turning wrenches or sweeping a floor or doing something that a lot of these people think are more worthy of the skills or of a person's day.

While correctional educator participants didn't necessarily articulate any particular individual or personal beliefs or perceptions with respect to correctional education's value to society or the public-at-large (V.C.1), they definitely affirmed a belief in education's ultimate value to the individual inmate him- or herself.

For the offender (V.C.2). Participants were asked directly if they believed there was value in providing correctional education to adult inmates, and no participant voiced directly in response to this specific question the belief that correctional education had no value. Identifying and describing the value, however, provided both divergent and congruent thoughts among participants. Issues, concepts, or beliefs associated with the value of or related to correctional education for the offender (V.C.2) were expressed 28

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times (rel. $F = .44$) throughout the course of all five participant interviews, and such beliefs were expressed by all five interviewees. Each interviewee discussed the value of or related to correctional education for the offender more than one time.

One of the more common responses to correctional education value specifically for the offender (V.C.2) among participants related to their status as parents. Several participants noted that a large number of inmates have minor children, and they noted that being able to read is a critical aspect of parenting. Participants remarked that it is important that one has the ability to read to one's child. One participant mentioned that inmates often converse with their children over the phone, and have begun to be able to help their children with their own homework, even while incarcerated. Correctional education has provided some inmates the ability to communicate with and bond with their children in several important ways, according to participants.

Parenting, relationships, and other individual and interpersonal benefits were commonly noted. Much of what the participants discussed with respect to the value of correctional education for the offender (V.C.2) centered around the idea of goal-setting, personal development, and achievement. Participant P2 suggested that achieving promotion to the next academic level, or achieving another academic goal, provides incarcerated individuals with a heightened sense of well-being and increased self-esteem. Although she did not identify any other specific or concrete value to correctional education other than making inmates feel better about themselves, she did suggest repeatedly that, "it's never going to hurt them."

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Participant P3 also focused on the idea of achievement, and articulated the belief that correctional education is “hugely beneficial” to the offender. She suggested that it gives inmates positive motivation and something to focus on while incarcerated. She also reinforced the importance of goal-setting in the context of their own development as people, suggesting that it is important for individuals to begin to see that they can achieve. She articulated the belief that education helps to change one’s mindset and focus on the future, and drives one towards general achievement. Even though some of the academic content is very low-level, and some of the inmates have a long way to go with their education, she remarked, “You kind of have to start with the basics in order to get to the bigger stuff anyway.”

While some interviewees like Participants P2 and P3 focused on the benefits and value of correctional education to the inmate student while serving his or her sentence, others did focus on its value post-release. Participant P1 suggested that learning how to write well would increase an offender’s ability to complete job applications, and basic math could help with vocational and life skills, like counting change, and reading a ruler. Trades like carpentry and painting, according to Participant P1, rely on some knowledge of basic fractions and decimals for which correctional education would be particularly valuable. He was quick to note, however, that most of his students do not actually desire nor will they attempt to pursue this type of work upon release.

In addition to improving one’s ability to find and keep work, participants also expressed the belief that correctional education assists in developing thought processes that lead to improved life choices. Participant P4 characterized the value of correctional

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education as related to improving offenders' ability to think critically and make better choices, and even could act for some offenders as a significant point of pride. She said,

For the inmates we work with, they have done things like murder people and rape people. And maybe this is a way for them to be, like, you know, I don't have to go that route, or I can get help, or, you know, I'm smarter than I was when I first was incarcerated. And maybe it's like their badge of honor.

Perceptions and beliefs about offenders using correctional education to make better choices may not be related only to whether or not to engage in further criminal activity, but may also be related to day-to-day functioning, according to some participants.

Participant P5 suggested that the value of correctional education to the offender is specifically and only related to what he referred to as his absorption of "the hidden curriculum." He defined this hidden curriculum as lessons that are not strictly academic in nature but are life-skills and personal-development and daily-functioning kinds of lessons. He gave several examples of such kinds of lessons, indicating that he personally models the behaviors that his student-offenders subsequently learn and then may incorporate into their own lives and behavior patterns. Pulling up one's pants, being on time, basic grooming and presentability, professional communication, and respect, were all noted as important parts of Participant P5's hidden curriculum. In his classroom, all individuals are referred to as "Mr." He suggested that even having to navigate the personalities, demands, and expectations of a variety of teachers as one promotes through the various academic levels is an important life lesson in how to get along with others and meet expectations. He said, "I think learning to work for somebody, with what their expectations are, figuring out what

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their expectations are, and reading into it, means that you can have a job when you get out.”

All five participants noted the value of correctional education as a very individual phenomenon, influencing an offender in many positive ways depending on his variable life experiences, needs, and so forth. And although they didn't use the terminology or note it as such, they certainly suggested that academic correctional education provides a foundation of skills, behaviors, and tools necessary to prevent recidivating for some individuals. What they did not remark upon as particularly valuable was actually graduating with the high school credential.

Correctional educator participant responses would suggest that educators hold the belief that the value in correctional education may be more related to participation than graduation. Participant P5 said, “Do I think the high school diploma makes a difference? I don't think it makes a difference. Do I think the college diploma makes a difference? Maybe a little bit.” Participant P1 attributes part of this seemingly contradictory belief to perhaps the move away from the GED to more difficult academic content and more rigorous testing. He suggests that adopting the TASC has “removed the focus from some of the areas in education that could actually be of assistance to these guys on the street.” Correctional educator interview participants did express strong and unanimous belief in the value of correctional education, but attributed its various kinds of value to either the participation itself, as far as personal development, mindset, and behavior are concerned, as suggested by some; or in the discrete academic skills that have some corresponding value in the outside world.

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Effectiveness. With respect to the theme of correctional education effectiveness, participants were first asked questions about the written or intended goals or effects of their facility's correctional education program. In this vein, participants were each asked to articulate their education department's mission, vision or goals statement(s); to reconstruct the process by which they came to learn about the mission, vision or goals of their programs; and to describe the differences, if any, between the mission and goals of their education programs and the mission and goals of their facilities. Subsequent to that, and in a related vein pertaining to effectiveness, participants were then asked to characterize or describe correctional education that is effective; to define the teacher's role in effective correctional education, as well as the inmate's role in effective correctional education; and what part, if any, correctional education plays in inmate rehabilitation.

Five distinct concept areas or beliefs regarding correctional education effectiveness emerged from the interviews. Those areas included concepts or beliefs associated with attitudes toward inmates (E.C.1); environmental influences (E.C.2); personal development/rehabilitation (E.C.3); recidivism (E.C.4); and teacher responsibilities (E.C.5).

Table 5 presents a graphic representation of the five distinct concepts or beliefs associated with correctional education effectiveness as revealed through participant interviews, arranged by (a) the number of times each concept was expressed or described by interviewees and its relative frequency; (b) the number and percentage of interviewees who expressed such concepts, or perceptions, and (c) the number and percentage of interviewees who expressed each concept more than once during the

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interview.

Table 5. Concepts of Correctional Education Effectiveness by Participant Frequency

			Expressed Concept		Expressed Concept > 1	
Concept	Total Times Expressed	Relative Frequency	<i>f</i>	%	<i>f</i>	%
Attitudes Toward Inmates (E.C.1)	13	.24	4	80%	4	80%
Environmental Influences (E.C.2)	27	.49	5	100%	4	80%
Personal Development/ Rehabilitation (E.C.3)	3	.05	2	40%	1	20%
Recidivism (E.C.4)	5	.09	2	40%	1	20%
Teacher Responsibilities (E.C.5)	7	.13	4	80%	1	20%

Personal development/rehabilitation (E.C.3) and recidivism (E.C.4). The sub-themes of personal development/rehabilitation (E.C.3) and recidivism (E.C.4) were the least frequent topics of discussion or description under the larger theme and within the protocol questions of effectiveness, relatively speaking, with rehabilitation (E.C.3) being the very least by far. No single participant used the term “rehabilitation” (E.C.3) without prompting to describe issues associated with correctional education effectiveness, although recidivism (E.C.4) was discussed. At the very end of the protocol section on effectiveness, participants were asked whether correctional education played a role in inmate

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rehabilitation (E.C.3), to which all participants readily affirmed it played a role. But one participant had to clarify what “rehabilitation” meant; and no participant discussed rehabilitation (E.C.3) in any respect until the term was used in that final question.

Issues, concepts, or beliefs associated with the effectiveness of correctional education related to personal development/rehabilitation (E.C.3) were expressed three times throughout the course of all participant interviews, and such beliefs were expressed by two distinct interviewees. However, only one interviewee discussed the effectiveness of correctional education related to personal development/rehabilitation (E.C.3) more than one time. Issues, concepts, or beliefs associated with the effectiveness of correctional education related to recidivism (E.C.4) were expressed five times ($\text{rel. } F = .05$) throughout the course of the participant interviews, and such beliefs were expressed by two distinct interviewees. Again, only one interviewee discussed the effectiveness of correctional education related to recidivism (E.C.4) more than one time.

When asked about the written or intended mission and goals of their correctional education programs, not one out of all five of the educator participants could articulate their facility’s or system’s mission or goals statements for their education program. This question attempted to capture interviewee knowledge or belief about the intended effects of correctional education so that subsequent questions about effectiveness could be placed in the proper framework of participant understanding. Participant responses were quite varied.

Some participants stated that they could neither articulate those concepts, nor would they even attempt to. Others attempted to articulate the mission and goals of their program,

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but did so while acknowledging that their statements were impressions and beliefs only, and were not based on any confirmed knowledge of any actual mission and goals statements, or whether any such things even existed in writing anywhere.

Several participants mentioned reentry and reduced recidivism (E.C.4) as the end goals of correctional education. Two such participants happened also to be the two participants who had been employed as correctional educators the longest. The third was the newest correctional educator of all participants, and she conceded that she was told about this correctional education goal by her supervisor during her interview. The other participants articulated a belief that the intended effect of correctional education was simply either the personal value inmate students might get out of the program, or the diploma.

Other than the one participant who indicated that she was informed of the education program's goals during her interview, no participant confirmed that mission or goals information was ever discussed with educators in staff meetings or trainings or in professional development opportunities or in other formal facility-initiated communications. Participants expressed their "knowledge" of the correctional education mission and goals, or its intended effects, as either being founded upon their experiences working with inmates, having developed an understanding of their needs and patterns of behavior; or through repeated informal exposure to facility buzzwords like "recidivism" and "reentry," but with no additional context. No participant could provide any detail, however, as to how or why correctional education aided in societal reentry, or had an impact on recidivism. One participant noted that if she could do some research herself on

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correctional education's impact on reoffending behaviors, and the research showed that education could reduce offender recidivism, she still wouldn't necessarily believe it.

Having established participants' orientation toward the intended effects of correctional education, whether on the global scale as in the case of reentry, or on the micro scale as with those who believed individual value to the offender or the attainment of the diploma were correctional education end-goals, participants were asked to describe effective correctional education, as well as the teachers' and offenders' roles in such. In so doing, participants described both teacher and offender responsibilities relating to effectiveness, and also without prompting provided details on their beliefs concerning those factors or influences that mitigate against correctional education effectiveness. Some of these beliefs were provided through concrete statements to that effect, and some were delivered as subtle sentiments and attitudes woven throughout participant responses.

Teacher responsibilities (E.C.5). Whether a participant articulated reduction in future offending, or attainment of personal value, or a credential, as the end goal of correctional education did not appear to markedly change participants' impressions and beliefs concerning the teacher's responsibilities and roles with regard to whether correctional education is effective. Issues, concepts, or beliefs associated with the effectiveness of correctional education impacted by or related to teacher responsibilities (E.C.5) were expressed seven times ($\text{rel. } F = .13$) throughout the course of the participant interviews, and such beliefs were expressed by four distinct interviewees. However, only one interviewee discussed the effectiveness of correctional education impacted by or related to teacher responsibilities (E.C.5) more than one time.

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Similarly, only one participant who noted reduction in future offending as the end-goal of correctional education also articulated a strong correlation between the teacher's agency and responsibility in the classroom and educational effectiveness. Participant P1 noted with respect to correctional education effectiveness, "If I have a student that passes through my program successfully, and I know that he gets released, if I see him come back, that means that I failed somewhere, and he did too." The other participants who discussed teacher responsibilities with respect to correctional education effectiveness noted much less onus on the teacher for effectiveness, whether or not they operationalized effectiveness as desistance from offending, or as simply learning or obtaining a credential. They noted that the teacher's responsibility in providing effective correctional education was satisfied if he or she created a classroom that met the definition of "student-centered," or if a teacher simply succeeded in imparting the importance or value of education to a student offender; then that met the criteria for effectiveness. On a different note, Participant P5 suggested that the teacher's responsibilities were minimal, if not irrelevant, with respect to effectiveness. He said that there exists an erroneous belief that teachers provide the education. Contrary to this, he asserted that the responsibility is not on the teacher but is instead on the student. In fact, he suggested that the inmate students' responsibilities so greatly supersede those of the teachers' that inmate students will proceed, or not proceed, in spite of anything a teacher does.

This notion that much of the learning that happens, and thus the effectiveness, in correctional education classrooms is external to the teacher and his or her efforts was a fairly common theme among participants. A number of attitudes and sentiments were

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expressed, and some direct statements were made, to this effect by a number of participants suggesting that correctional education effectiveness is less a teacher responsibility and more a product of offender characteristics and environmental influences.

Attitudes towards inmates (E.C.1) and environmental influences (E.C.2).

Environmental influences (E.C.2) were discussed directly by participants, while attitudes toward inmates (E.C.1) were subtle but pervasive throughout interviewee responses. Issues, concepts, or beliefs associated with the effectiveness of correctional education impacted by or related to attitudes toward inmates (E.C.1) were expressed 13 times (rel. F = .24) throughout the course of the participant interviews, and such beliefs were expressed by four distinct interviewees. All four of those interviewees discussed the effectiveness of correctional education impacted by or related to attitudes toward or about inmates (E.C.1) more than one time. Issues, concepts, or beliefs associated with the effectiveness of correctional education impacted by or related to environmental influences (E.C.2) were expressed 27 times (rel. F = .49) throughout the course of the participant interviews, and such beliefs were expressed by all five interviewees. Four out of five interviewees discussed the effectiveness of correctional education impacted by or related to environmental influences (E.C.2) more than one time; one participant articulated ideas associated with this concept only once.

With respect to attitudes toward inmates (E.C.1), such attitudes included those conveyed by participants which reflected personally held beliefs covering such areas as inmate motivation and behavior. According to participants, most offenders do not understand the value and importance of education. Similarly, participants expressed the

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belief that many offenders do not wish to be enrolled in or participate in school, and so their attitudes impact their classroom conduct. Participant P2 described occasions where inmates raised their voices to teachers, would “get too close” to teachers, or “blatantly lie” or refuse to do work. Participant P3 indicated that student offenders do not want to be in school, and would prefer to be in their cell, or watching television, or doing something else entirely. It was unclear, however, whether these negative behaviors described by participants applied globally to all inmates generally, including their own students, or if these characterizations were aimed primarily at their colleagues’ students. This lack of clarity is based on seemingly contradictory statements in participants’ descriptions of their own inmate students as desiring their education, being willing to learn, engaged, and motivated for success.

In addition to their outward behaviors in the facility, in the school building, and in the classroom, participants also described offenders – even the ones who work hard, succeed, and graduate – as basing their motivation on early release rather than educational attainment for its own sake. According to Participant P1, even when an offender does well in school, inmates’ personal motivations for completing their educational programming are not necessarily indicative of post-release success. He said, “A lot of guys that go through our programs, whether they complete them successfully or not, are not really interested in taking a straight job and becoming a citizen.” These descriptions speak to some consistent, generally negative, attitudes and beliefs that correctional educator participants conveyed about inmates.

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But participants described attitudes and beliefs, as well as behaviors, characteristics, and influences, of correctional employees and the environment (E.C.2) in similarly negative ways with respect to the effectiveness of correctional education. Participant P2, in discussing her perceptions of the goals of correctional education and its intended effects, indicated that the correctional environment (E.C.2) impedes educational effectiveness. She noted,

A lot of the mission statement is theory, and it's a good theory. However, when you apply it into the jail setting, sometimes the problems of the jail get in the way of what you're really looking to do. So, in theory, everything sounds wonderful and that's what we want to do. But when it comes to everyday problems in, you know, a regular correctional facility, sometimes the philosophy gets skewed on a daily basis. The whole goal is the same, but everyday regular life in a correctional facility, you know, sometimes there's hiccups and makes it difficult for them to carry out what they want to do on a daily basis.

Participant P3 suggested that effectiveness can really only be based on individual offenders' gains, because the intended goals of correctional education or what might be on paper or stated as a goal differ markedly from the goals in practice in a correctional environment. According to her, in practice an effective program is one where seats are filled and paperwork and documentation are completed. It is her belief that administrators, both facility- and system-wide, are attentive to whether or not a program is running and is full, whether inmates who have been judged as having an academic need are provided their

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academic program, and inmate participation is documented by the teacher. Beyond that, there is little concern. She said,

Sometimes you kind of get the feeling that you have twenty spots in your classroom, and the success of their program is to show...that all twenty spots are filled. That is a success. They don't want to see holes in your room. They want to show that, yup, this program is alive and well, and every spot is filled, and we have people learning, and that's that.

She further suggested that the lack of concern for legitimate educational outcomes for inmate students is pervasive enough to impact the teachers themselves, resulting in low teacher productivity in some classrooms. As a consequence, according to Participant P3, some students have decided to intentionally fail their standardized exams in order to avoid promoting to a higher level where a low-performing teacher might be. Although Participant P3 did not convey the extent to which this happens or has happened in her facility, she noted that it is an occurrence she has observed in her own experience.

Collectively, the issues identified with regard to correctional education effectiveness, taken together with those concepts and ideas associated with quality and value, also served to both highlight and elucidate the concepts, concerns and shared beliefs of correctional educator participants with respect to the final research question theme of pedagogy.

Correctional Educators' Behaviors, Strategies, and Approaches in the Classroom

Throughout both the interview protocol section devoted to pedagogy, and infused throughout various other responses in each interview, participants shared many

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observations and sentiments descriptive of their behaviors, strategies, and approaches in the correctional education classroom. Second-level pattern coding during the data analysis phase began to reveal concepts and shared beliefs with respect to research question two, which explored correctional educators' behaviors, strategies, and approaches in the classroom, and was subsumed under the general study theme of pedagogy.

Table 6 presents a graphic representation of the concepts and shared beliefs, hereinafter referred to by a theme-concept referent (Pedagogy.Concept.1 = P.C.1) attributable to the research question theme specific to research question two of pedagogy. The high-level theme of pedagogy was further coded into sub-themes or meta-codes.

Table 6. Concepts and Shared Beliefs by Research Question Theme: Pedagogy

Theme	Concept	Referent
Pedagogy	Active Instruction	P.C.1
	Inmates as Teachers	P.C.2
	Non-Curricular Skills	P.C.3
	Professional Development	P.C.4
	Resources	P.C.5
	Seat Work	P.C.6
	Teacher Qualities	P.C.7
	Certification	P.C.8

Eight distinct concept areas regarding correctional education pedagogy emerged from the interviews. Those areas included concepts or beliefs associated with

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active instruction (P.C.1); inmates as teachers (P.C.2); non-curricular skills (P.C.3); professional development (P.C.4); resources (P.C.5); seat work (P.C.6); teacher qualities (P.C.7); and certification (P.C.8).

Table 7 presents a graphic representation of the eight distinct concepts or beliefs associated with correctional education pedagogy as revealed through participant interviews, arranged by (a) the number of times each concept was expressed or described by interviewees and its relative frequency; (b) the number and percentage of interviewees who expressed such concepts or perceptions, and (c) the number and percentage of interviewees who expressed each concept more than once during the interview.

Table 7. Concepts of Correctional Education Pedagogy by Participant Frequency

			Expressed Concept		Expressed Concept > 1	
Concept	Total Times Expressed	Relative Frequency	<i>f</i>	%	<i>f</i>	%
Active Instruction (P.C.1)	37	.44	5	100%	5	100%
Inmates as Teachers (P.C.2)	3	.04	2	40%	1	20%
Non-Curricular Skills (P.C.3)	4	.05	2	40%	1	20%
Professional Development (P.C.4)	12	.14	5	100%	4	80%
Resources (P.C.5)	4	.05	4	80%	0	0%
Seat Work (P.C.6)	5	.06	3	60%	1	20%

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Teacher Qualities (P.C.7)	15	.18	5	100%	5	100%
Certification (P.C.8)	3	.04	1	20%	1	20%

Pedagogy. With respect to the overall research question theme of pedagogy, participants were asked questions along two lines: instructional strategies; and continuing pedagogical and professional development. Aligning with the pedagogical development theme, participants were asked to provide some examples and description of the professional development, growth, and training opportunities provided, encouraged or required of correctional educators; to describe what professional growth and development opportunities they felt would be ideal for correctional educators, and why; and to describe or define what makes a good or successful correctional educator, in terms of qualities, characteristics, skills, abilities and/or performance. Aligning with the instructional strategies theme, participants were asked to give an example of a typical lesson they or one of their peers would teach, describing the planning, resources, materials, implementation, and instructional delivery; and to discuss the factors that go into correctional educators' decisions to teach content a certain way, or deliver instruction in the correctional classroom using certain methods.

Active instruction (P.C.1), classroom resources (P.C.5), and seat work (P.C.6).

Active instruction (P.C.1) was the most-often discussed concept or belief shared by correctional educator participants with respect to research question two and the overall theme of pedagogy. Issues, concepts, or beliefs associated with correctional education pedagogy related to active instruction (P.C.1) were expressed 37 times (rel. F = .44) throughout the course of all five participant interviews, and such beliefs were expressed by

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all five interviewees. All interviewees discussed correctional education pedagogy related to active instruction (P.C.1) more than one time.

Each participant described a variation on some form of active instruction they perform in the classroom, even though not all participants operationalized active instruction in the same way. Most participants described a fluid pedagogy that allowed for “room for a lot of creativity with the teacher,” where strict adherence to learning standards or a specific curriculum was not necessary. Participant P5 indicated that ultimately each teacher is “teaching to the test,” though he acknowledged that what or how each teacher teaches is rather open. A common theme within several interviews was a push for teachers to incorporate some form of “student-centered learning” in their classes, where inmate students take a more active role in their learning, rather than remain a passive receiver of information.

Most of the educator participants described their active instruction as a variation on the theme of whole-group instruction, where some educators “present a math lesson for twenty minutes at the beginning of class,” or lead a classroom discussion on a topic or about a story or novel the students were reading as a group. Some educator participants described their student-centered learning as incorporating learning centers in the classroom. Others discussed doing projects with their classes, including research projects to the extent they were able, and offering students choices in terms of activities and content. But according to most participants, most learning and instructional strategies, regardless of an institutional push for student-centered learning, are dependent upon resources (P.C.5).

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Although most educators described having the ability to purchase some resources (P.C.5) for their classrooms, many also indicated that their personal allocations for resources were small, and their ability to effectively use resources in the classroom thus “very limited.” For student-centered learning projects, Participant P4 indicated frustration at not being able to purchase resources on her own from public sources and then bring them in to use in the facility. Participant P1 described printing off math worksheets at home to use in the classroom, because resources (P.C.5) were limited in his facility and he too was unable to bring in anything other than those papers. Several participants described having to make copies of materials every day for their students because they were unable to purchase and use consumables with their students, and because their collection of existing resources (P.C.5) was poor. Nearly all participants noted the extent to which student-centered learning and one’s ability to effectively diversify and individualize instructional strategies was limited by available resources (P.C.5).

No two participants described active instruction or student-centered learning in the same way. Participant P4 said of her own facility that even when she and her colleagues are told to incorporate student-centered learning, there is little clarity provided to teachers on what that means for their classrooms, or by their facility or their system. Differing definitions of student-centered learning and active instruction (P.C.1), as well as resource (P.C.5) shortages, were noted as either driving or justifying extensive reliance on seat work (P.C.6) as an instructional strategy.

Issues, concepts, or beliefs associated with correctional education pedagogy related to seat work (P.C.6) were expressed five times (rel. $F = .06$) throughout the course of the

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participant interviews, and such beliefs were expressed by three distinct interviewees. Only one interviewee discussed correctional education pedagogy related to seat work (P.C.6) more than one time.

Participants noted the use of seat work (P.C.6) in their own classrooms to an extent, but described widespread use of quiet work, seat work, and worksheets in other teachers' classrooms extensively. Participants indicated that student-centered learning, to some of them, meant individualized learning, but not necessarily individualized active instruction (P.C.1). According to participants, such individualizing of student learning results in teachers being prevented from doing much whole-group instruction, because their classrooms contain a wide range of abilities, as well as a wide range of individual needs areas. One student may need extensive remediation in fractions, while one might need work with decimals, and a third might need to focus on writing clearly and coherently. As a result, students are given independent, quiet, individualized work to complete at their own pace. According to Participant P5, there is no "homework" in correctional education, so much of the quiet, homework-type or independent work is done during class time. Participant P4 described her classroom as functioning "like a giant resource room." Participant P3 noted of her colleagues' classrooms that inmates, "work quietly for three hours. There really is no teaching."

Inmates as teachers (P.C.2). An additional strategy that some correctional educators expressed as being commonly employed in their correctional facility is the use of what Participant P1 called "inmate program associates," or IPAs, in the classroom who perform one-on-one and small-group teaching or tutoring. This may take the form of a

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supplement to teacher-led instruction, or may replace teacher-led instruction entirely, according to Participant P1. He indicated

So, basically at these facilities, the -- every inmate has to be programmed into a couple of different jobs. And inmates that have their high school diploma and have taken the now-prerequisite training to be an inmate program associate - what they used to call a "tutor" - they're able to interview with a teacher just like they would for a job on the street, or similarly. And then they can assist either on a one-on-one level or small groups, as I was alluding to. Some people allow them to do all-group instruction.

This echoes some of what Participant P3 described about her colleagues' classrooms, when she noted "there really is no teaching." Participant P2 also described the teacher's role in a correctional classroom as more consultant than active instructor. She said, "We aren't there to hold their hand and make sure they complete assignments. We're pretty much there for -- I don't know the word I'm looking for -- resources."

Non-curricular skills (P.C.3). Being a consultant or resource was one way that correctional educators described their role and defined their pedagogical choices in the classroom. Participants spoke more often about *what* they teach (or what gets learned), ie., content like social studies, science, math, reading, and writing, rather than *how* they teach when asked about their pedagogy. Concepts relating to the teacher's role in correctional education included the two previously described ideas of teacher as consultant, and teacher as active instructor. But also, the teacher's role in correctional education was described conceptually as the idea of teacher as security, as well as the idea of teacher as behavioral

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model. The notion that the teacher's role in the classroom is ultimately non-academic and related more to socialization, behavioral modeling, and the like were coded as non-curricular skills (P.C.3).

Issues, concepts, or beliefs associated with correctional education pedagogy related to non-curricular skills were expressed four times ($\text{rel. } F = .05$) throughout the course of the participant interviews, and such beliefs were expressed by two distinct interviewees. One interviewee discussed correctional education pedagogy related to non-curricular skills more than one time.

Participant P1 described part of his non-curricular role in the classroom as relating to his students' appearance and demonstration of appropriate and respectful language. In his estimation, at least one area of pedagogical strategy for correctional educators involves establishing a routine for their students and instilling discipline. He said,

When my guys walk into my classroom, they pull up their pants. And they know that out in the hallways it's fine, but in my room they don't throw the N word around, because it's not academic language and it's not appropriate for my classroom. I don't care what goes on in anyone else's. So, I guess establishing something of a routine and some measure of discipline, those are all components of my role in effective education.

Those pedagogical and classroom-management-related choices reflect the teacher's understanding of inmate need, and are thus incorporated into teaching style, approach, and content choices.

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Participant P5 described these choices and this approach as part of what he referred to as “the hidden curriculum.” He suggested ultimately that the hidden curriculum is more of what correctional educators teach than one might suspect. He described modeling behaviors like showing up to work on time, being clean, and being willing to engage with his students as behaviors that, in his experience, his inmate students are wholly unfamiliar with. He suggested that his responsibility to engage with and model behaviors for his students is of primary importance in his curricular and teaching style and approach. He noted,

I also teach an awful lot of the hidden curriculum, the one that we don't discuss, the guy that comes to school every day, the guy that's always upbeat, that's ready to go to work and that works every day. I expect my students to at least mimic my -- what I hope are my gentlemanly qualities. Every one of my students is a mister. I do not use first names, I do not use DIN numbers, I do not use any of that stuff. It's mister, mister, mister. And I occasionally get called by my surname only with no mister in front of it. Sometimes they get a mister, sometimes they don't, but they're trying. We treat each other with a reasonable level of respect. I don't make unruly demands on them, and they tend to keep it under control. I won't say all my students do that, and I won't say all people who have been my students learn that.

Participant P5 suggested that those critical and important behaviors that he believes and hopes his inmate students have learned from him, even if some perhaps have likely not learned them, are firmly rooted in his demonstrated behaviors and in his individual qualities.

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Teacher qualities (P.C.7). Relatedly, teacher qualities (P.C.7) were discussed as important aspects of correctional education by all five participants. Issues, concepts, or beliefs associated with correctional education pedagogy related to teacher qualities (P.C.7) were expressed 15 times (rel. $F = .18$) throughout the course of all five participant interviews, and each interviewee also discussed correctional education pedagogy related to teacher qualities (P.C.7) more than one time.

Participants were asked a direct question about teacher qualities (P.C.7), and each participant described what they perceived to be the necessary or important qualities of a successful correctional educator. All participants described similar beliefs about correctional educator qualities or characteristics. Responses were divided among those who described the important teacher qualities as those most closely associated with security and security-related qualities and behaviors, and those who described the important teacher qualities as closely associated with security with some added empathy and respect for offender students.

Common descriptors among participants of correctional educator qualities included “disciplinarian,” “firm, fair, and consistent,” “tough,” “tough-skinned,” and “tough-minded.” Participant P1 described the essential correctional educator quality as being a disciplinarian, “Because these guys don't come from a background where they have listened well to authority or discipline, or responded appropriately to it. And they have to learn how to walk in step a little bit.” Participant P2, who is female and presently an education supervisor, used the phrase, “Firm, fair, and consistent,” to describe the good or

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successful correctional educator. “Firm, fair, and consistent,” also happens to be the practical and procedural standard motto of facility security, according to her.

Participant P3 suggested having tough skin and being able to think on one’s feet are both important for the successful correctional educator because of the nature of the environment. She also spoke about being knowledgeable about and cognizant of the nature of the students served. She described the need for correctional educators to have the ability to be hypervigilant in much the same way that security is hypervigilant and observant.

Participant P5 suggested that he is the de factor backup security person in his area of the correctional facility, so the qualities one would possess for either or both facility roles may be interchangeable. He stressed that it is critical for a correctional educator to leave work behind at the end of the day, and also suggested that one important characteristic of a successful correctional educator is a family or home support system. He described a good correctional educator as one who is self-actualized, who has clarity with respect to one’s self and one’s values, which helps mitigate against the effects of working with offenders.

Participant P4 also described the good or successful correctional educator as one who is tough-skinned and adaptable, able to “handle the rigors of the work.” But she also spoke about the necessity of having some measure of empathy for the students. She said,

A good educator has to be tough and be settled within themselves to be able to deal with that every day, because I'm sure it can wear you down and make you susceptible to the things that aren't so good in the prison with the inmates. And so that's first. But I think also they have to be adaptable. They have to be

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understanding of where the inmates are at to a certain -- they don't need to sympathize with them by any means, I guess, but have some sort of empathy and, you know, realize that at the end of the day, they're your students. It's your classroom, they're your students. And yes, they are inmates as well, but they are students in the classroom and you're not there to be a CO. You're there to educate them and provide opportunities.

Although there was quite a bit of conceptual overlap in participants' perceptions of the qualities and characteristics of successful correctional educators, there was less agreement with respect to defining educator identities within their institutions, and their correlative teaching behaviors and pedagogical choices.

Professional development (P.C.4) and certification (P.C.8). Pedagogical choices were, to some extent, attributed to participants' own perceived teacher identities, and to some extent to factors such as professional development (P.C.4) and the participants' certification areas (P.C.8), but factors like professional development (P.C.4) and certification (P.C.8) themselves may be considered variables that shape, or at least relate to, teacher identity. Issues, concepts, or beliefs associated with correctional education pedagogy associated with professional development (P.C.4) were expressed 12 times (rel. F = .14) throughout the course of all five participant interviews, and such beliefs were expressed by all five interviewees. Four interviewees discussed correctional education pedagogy related to professional development (P.C.4) more than one time. Participants were asked a direct question about professional development, although they were not asked directly about certification (P.C.8), other than to provide their area of certification (P.C.8)

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for demographic purposes. Nevertheless, issues, concepts, or beliefs associated with correctional education pedagogy related to one's certification area (P.C.8) were expressed three times (rel. $F = .04$) throughout the participant interviews, and expressed more than once by one interviewee.

In describing their professional development (P.C.4) requirements, opportunities, and needs, participants expressed one theme consistently throughout the interviews: that correctional educators are provided extensive training on issues and topics relating to corrections, but not much with respect to teaching, adult learning, pedagogy, or classroom management. Participant P3 stated, "A lot of times the trainings that we're provided are strictly related to just dealing with inmates and not actually the education part of it. And I disagree with that, because I think there needs to be a balance."

In regard to education-specific trainings, some participants noted that they are required to attend or satisfy a certain number of education-related professional development (P.C.4) hours to maintain their certifications (P.C.8), while others are not, but this requirement is not related to their facility's rules or procedures, but is attributable to their state's certification rules. Each participant noted his or her individual facility requires some number of educator professional development (P.C.4) hours per year, although some participants did not specify their required number and others did. The only number cited by participants was 16 hours, or two days' worth, of pedagogy, classroom management, or teacher-related training required for correctional educators annually. This number was noted more than one time.

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In all cases, participants described having to pursue most of their educator professional development (P.C.4) on their own. One participant described Correctional Education Association (CEA) and Corrections and Youth Services Association (CAYSA) as professional organizations to which many correctional educators belong; and he mentioned their respective regional conference meetings held annually, which he reported most educators in his facility attend in satisfaction of their required hours. He noted that correctional educators are not required to attend those specific regional training conferences, but are encouraged to do so by their facilities. The facilities often notify teachers of the two specific opportunities annually to satisfy teacher training requirements.

Other participants noted these trainings as well. One participant mentioned CAYSA specifically, while two other participants noted there were local or regional trainings but did not identify them by name, and they described them in less detail. Participants indicated that these professional organization conferences are common choices for correctional educators' professional development (P.C.4) requirements in their facilities as well.

Most participants noted that their individual facilities provide extensive mandated training on corrections-related topics. Participant P4 noted that she receives facility-related training at least once every month, although other participants did not specify the regularity with which they receive such facility/corrections training. They only remarked that the number and frequency of facility trainings is much greater than their pedagogical training requirements, and the corrections trainings are delivered on-site by facility trainers, while the educator trainings are not provided in-house. Corrections-related training topics

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mentioned by various participants included suicide prevention, blood-borne pathogens, hostage situations, games inmates play, right to know, choking, self-defense, escapes, Hepatitis B, and Hepatitis C, as well as others they could not recall during the interview.

Participant P5 described these mandated facility/corrections trainings as well, although he indicated some level of frustration at the lack of appropriate or useful teaching professional development (P.C.4) offered. In his estimation, the only really valuable educator professional development he receives is from interaction and socialization with his colleagues. He laughed in amusement when asked about professional development, and remarked, “Professional development is funny,” as if to suggest there really isn’t any. He described all of the mandated trainings required of correctional employees, which he characterized as, “all those crazy things.” Then he went on to say correctional educators, “actually grow considerably more as professionals when we’re just allowed to visit with people who teach what we teach.”

This interaction with colleagues Participant P5 characterized as consisting of the sharing of materials, skills, tricks, and strategies used in the correctional classroom. He suggested there really isn’t enough of that available. He described his own development as a correctional educator as being a process of assimilation into the facility, characterizing it almost as a trial by fire. He provided an anecdote which described his learning on the job and his growth and professional development (P.C.4) as a correctional educator through observation and shadowing of a seasoned teacher. He recalled,

I guess you're going to have to call it professional development, but my professional development really centers around the social environment that I work in with my

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colleagues. They're the ones that sort of help you keep your head screwed on straight, because obviously, working in corrections - I mean, you don't have to follow the national news too much - can be a very lonely, awkward experience. And, if you're not good with the people you work with, you're not going to have your head screwed on straight. I think they helped me to realize some of the things I needed to do. And I was lucky enough to have some really great mentors in that department. In my orientation, they let me watch a lady who was probably one of the strictest disciplinarians I'd ever seen, and her fellows were, I'm sure, at least respectful of her ability to write them a ticket, write them a misbehavior report. She was quite good at it. They were aware of that. And so they tried harder to not be that person.

Participant P5 described mentoring and interaction with colleagues as the only two really useful pedagogical professional development opportunities for him in correctional education, in his opinion. Other participants' opinions differed on the matter. All of the participants were asked to describe the kinds of professional development trainings they thought correctional educators needed most or would be most valuable. They noted improved math instructional techniques, ways to utilize public/web/outside resources in the correctional classroom, general classroom management techniques, adult learning, and GED strategies. Participants noted that many correctional educators need additional assistance and training to teach certain content in their classrooms, in part because of the move to the TASC test, and specifically because of the advanced and unfamiliar math concepts.

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But some noted that this additional training need might be related to their lack of appropriate preparation in their area of teacher certification (P.C.8) when compared against the grade levels and coursework they are presently assigned to teach in their facilities. Table 8 presents a graphic representation of participants' areas of teaching certification compared to their areas and levels of teaching responsibility in their present teaching assignment.

Table 8. Comparison of Teacher Certification Subjects, Levels, and Teaching Assignments

(Attribute)	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Certification Level(s)	Birth-6	Birth-2	Birth-6	K-12	9-12
Current Teaching Level(s)	9-12	n/a	preK-4	5-8	preK-4
Certification Subject(s)	Elementary Subjects	Elementary Subjects	Reading & Literacy	Special Education	English
Current Teaching Subject(s)	All	n/a	All	All	All

Participants noted that, practically speaking, every teacher in their correctional facilities are assigned to teach all content subjects, including math, reading, writing, science, and social studies. However, for many educators, science and social studies are functionally excluded from their content delivery at the lower levels because students are only tested in math and reading at those levels; while all of the content subject areas are taught in the upper levels as students near High School Equivalency exam time.

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As noted in bold in Table 8, only one participant is presently assigned to teach within his certification subject area, although he is not assigned to teach within his certification grade levels. Two of the participants are assigned to teach within their grade-level endorsements, but are teaching coursework outside of their certification subjects. One participant is presently assigned as a supervisor, and the remaining participant's certification subject and level do not match either his teaching assignment subjects or its levels.

Participant P1 noted that with his Birth-6 Elementary Subjects certification, he has held every teaching assignment within his facility, including ABE, pre-HSE, HSE, and ESL, even though he does not speak Spanish. He suggested this is related to facility circumstances; teachers are assigned to teaching assignments based on facility need. He also suggested that the reason he believes he was assigned to an HSE (9-12) classroom even though he possesses an elementary-level certification is to some extent because of some of his correctional educator colleagues' general attitudes, and because, "it was right after the change to the TASC, and I was one of the only people that was willing to put in the work to learn any of the math that I didn't already know."

A number of other general attitudes besides attitude toward workload were revealed throughout the interviews. Those are graphically represented below, but are treated only superficially because, while revealing of the phenomenon of correctional education, they do not add substantially to the exploration of the research questions beyond what has already been reported.

Attitudes – General

Second-level pattern coding during the data analysis phase began to reveal concepts

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and shared beliefs among the interview participants that were not directly responsive to the interview questions, or were not clearly associated with the research question themes. As such, while descriptive of correctional educators' attitudes and beliefs toward correctional education, such expressions and shared beliefs could not be subsumed under any of the general study themes. An additional high-level node was created to capture these more generalized attitudes through additional second-cycle pattern coding.

Table 9 presents a graphic representation of the concepts and shared beliefs, hereinafter referred to by a theme-concept referent (Attitude.Concept.1 = A.C.1) attributable to general attitudes of interview participants that were not clearly tied to the research question themes. This general-attitudes theme was further coded into sub-themes or meta-codes.

Table 9. Concepts and Shared Beliefs by Theme: Attitudes – General

Theme	Concept	Referent
Pedagogy	Handouts and Entitlements	A.C.1
	Practical Concerns	A.C.2
	Preconceptions	A.C.3
	Referents	A.C.4
	Toward Corrections	A.C.5
	Toward Inmates	A.C.6

Six distinct concept areas or beliefs regarding correctional education that were general in nature or did not tie to one of the research questions emerged from the

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interviews. Those areas included concepts or beliefs associated with handouts and entitlements (A.C.1); practical concerns (A.C.2); preconceptions (A.C.3); referents (A.C.4); attitudes or beliefs toward corrections (A.C.5); and attitudes or beliefs toward inmates (A.C.6).

Table 10 presents a graphic representation of the six distinct generalized concepts or beliefs associated with correctional education or related to corrections, as revealed through participant interviews, arranged by (a) the number of times each concept was expressed or described by interviewees and its relative frequency; (b) the number and percentage of interviewees who expressed such concepts, or perceptions, and (c) the number and percentage of interviewees who expressed each concept more than once during the interview.

Table 10. Concepts of Correctional Educators' General Attitudes by Participant Frequency

			Expressed Concept		Expressed Concept > 1	
Concept	Total Times Expressed	Relative Frequency	<i>f</i>	%	<i>f</i>	%
Handouts and Entitlements (A.C.1)	2	.04	1	%	1	20%
Practical Concerns (A.C.2)	2	.04	1	%	1	20%
Preconceptions (A.C.3)	6	.14	1	%	1	20%
Referents (A.C.4)	8	.18	3	%	3	60%
Toward Corrections	10	.22	4	%	3	60%

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(A.C.5)						
Toward Inmates (A.C.6)	17	.38	5	%	4	80%

Concepts of General Attitudes and Beliefs. Issues, concepts, or beliefs associated with correctional education or related to corrections were expressed in various ways, and throughout the course of the entirety of each interview. In some cases, these beliefs or perceptions were expressed during the demographic data collection phase; and in other cases the beliefs were expressed while participants responded to questions which probed for data about the quality, value, effectiveness, or pedagogy of correctional education. Since attitudes toward corrections (A.C.5) and attitudes toward inmates (A.C.6) combined have the most relative weight or frequency among the general attitudes expressed, only those two meta-codes or sub-themes are discussed.

Toward corrections (A.C.5). General issues, concepts, or beliefs directed toward corrections (A.C.5) itself were expressed ten times (rel. F = .22) throughout the course of all five participant interviews, and such beliefs were expressed by four interviewees. Three out of four of those interviewees discussed general beliefs directed toward corrections (A.C.5) more than one time. Most of what participants expressed were negative sentiments associated with corrections, and most of those negative sentiments were related to their preconceived notions about corrections before entering the profession. But some expressed some positivity as well.

Some participants noted that they did not want to pursue a job in corrections prior to taking the job based on their negative preconceptions of prisons and inmates, and working in prisons, most of which participants noted was the result of having family members

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employed in the correctional system. And for some, they did not intend to stay even after they became employed. Some of the more negative concepts expressed by participants regarding their current employment experiences, or those issues they experienced during the period of time immediately after hire, included lack of clarity in terms of corrections' expectations of teachers, student-centered learning, and the general business of teaching; and being disillusioned by the attitudes of security toward teaching, and the attitudes of administrators toward their paperwork as the ultimate goal of the education program.

Several correctional educators described their initial experiences with corrections as being filled with fear and trepidation, describing the sound of the gates clanking shut behind them and being convinced they had gotten "in over [their] heads." Several participants, including the individual who has worked in corrections over a decade and has become a supervisor, confided that they did not want to stay in corrections because it was not what they went to school to do. Participant P2 said, "I have ten years in, and I have been promoted....and I'm glad I ended up staying in... I've entered an entity that I never thought I'd enjoy being in. And I look forward to the rest of my career."

Participant P3 suggested that in order to teach in corrections, there should be specific teacher preparation programs and pre-employment requirements beyond simply being a certified teacher, because the environment is so starkly different than public school; and because having a desire or interest in working with offenders would make a significant difference in terms of teacher behaviors and attitudes.

On the more positive side, correctional educator participants also described enjoying their colleagues very much, and working well with the COs, despite many

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participants' beliefs that some COs devalue their work and diminish their efforts. They described relying heavily on security, and maintaining both a positive and a friendly attitude with most of the officers to the extent that they're able. Several participants also described feeling like correction officers really do back them up when necessary, a fact for which they felt grateful and appreciative. No participant expressed any particular amount of joy about the work itself, but Participant P5 did talk about having fun at work and in the classroom, and bringing energy and enthusiasm in with him every day.

Toward inmates (A.C.6). There were similarly positive and negative beliefs and ideas expressed about and toward inmates (A.C.6) themselves. General issues, concepts, or beliefs directed toward inmates (A.C.6) themselves were expressed 17 times (rel. F = .38) throughout the course of all five participant interviews, and such beliefs were expressed by all five interview participants. Four out of those five interviewees discussed general beliefs directed toward inmates more than one time.

Primarily, the negative expressions directed toward inmates (A.C.6) were subtle, but reflective of an overall mindset of mild contempt toward the students. Despite some participants indicating that students need some measure of empathy and respect, nevertheless they still referred to or discussed inmates (A.C.6) in rather negative ways. Examples included referring to the inmate students as "convicts" or "convicted felons," "dangerous max inmates," or even "the worst of the worst" in one case. They were described as perpetually lying to staff, being lewd or suggestive with females, and being unresponsive to the work required of them in their compulsory programs. Participant P1 described possibly a third of each of his classes as having no capacity or willingness to

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learn, and suggested that that third of his students would never earn a credential. His final remark during the interview was to declare that ultimately his role in correctional education is to keep, “the six guys that are undecided away from the guys that are on the never-going-to-do-it end.”

Participant P3 discussed inmates who only want to be in school so they can stare at females, inmate students who are crazy, and inmates who are unpredictable. Not that these are things she had witnessed personally, but she suggested that, “a convict is a convict,” a sentiment she described as both established and perpetuated by her spouse who works in the system as well, but on the security side. But that same individual also spoke glowingly about her students, saying that there are, “a lot of really smart, very intelligent, people that we work with every day.” She also described student essays she has received as “phenomenal,” and provided an anecdote wherein she described receiving an essay from one of her students. After reading his essay, she was extraordinarily impressed, and said to the young man, “That is probably the best essay I’ve read in my entire life.” Not the best inmate student essay, but just the best essay. But Participant P3 also expressed the belief that inmates lie, behave inappropriately with women, do not want to do work or learn, and are likely to be fighting or doing drugs or engaging in some other activity prohibited by facility security if they were not attending school and programs. She also expressed belief that her students are capable, willing, and motivated, but only as long as the teacher is capable, willing, and motivated.

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This seeming contradiction, expressing both very positive and very negative sentiments, sometimes about one single aspect of corrections or correctional education simultaneously, was not uncommon among participant interviews.

Positive and Negative Beliefs About Correctional Education

There were pervasive positive and pervasive negative comments, sentiments, and beliefs thread throughout the entirety of each participant interview, not strictly limited to attitudes toward corrections itself (A.C.5) or towards inmates (A.C.6). Second-cycle pattern coding during the data analysis phase began to reveal concepts and shared beliefs with respect to the research question themes of quality, value, effectiveness and pedagogy, in addition to the more general expressions and beliefs that did not fall under the research question themes, in both positive and negative directions.

Table 11 presents a graphic representation of the concepts and shared beliefs of research participants that were coded as positive, arranged by (a) the corresponding research-question or general theme; and (b) the total number of times each concept or shared belief was referred to, described, or assessed by interview participants in a praiseworthy or positive manner.

Table 11. Positive Beliefs About Correctional Education Concepts by Theme and Frequency

Concept	Theme	Total Times Expressed-Positive
Preconceptions (A.C.3)	Attitudes - General	2
Referents (A.C.4)	Attitudes - General	1

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Toward Corrections (A.C.5)	Attitudes - General	2
Toward Inmates (A.C.6)	Attitudes - General	2
Attitudes Towards Inmates (E.C.1)	Effectiveness	2
Environmental Influences (E.C.2)	Effectiveness	9
Personal Development/Rehabilitation (E.C.3)	Effectiveness	1
Teacher Responsibilities (E.C.5)	Effectiveness	2
Active Instruction (P.C.1)	Pedagogy	3
Non-Curricular Skills (P.C.3)	Pedagogy	1
Professional Development (P.C.4)	Pedagogy	4
Teacher Qualities (P.C.7)	Pedagogy	5
Environment (Q.C.1)	Quality	1
Instruction (Q.C.2)	Quality	3
Resources (Q.C.5)	Quality	7
Teacher Attitude (Q.C.6)	Quality	3
Test Scores (Q.C.7)	Quality	4
For Society/Public (V.C.1)	Value	2
For the Offender (V.C.2)	Value	15
For the Teacher (V.C.3)	Value	5

Table 12 presents a graphic representation of the concepts and shared beliefs of research participants that were coded as negative, arranged by (a) the corresponding research-question or general theme; and (b) the total number of times each concept or shared belief was referred to, described, or assessed by interview participants in a critical or

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negative manner.

Table 12. Negative Beliefs About Correctional Education Concepts by Theme and Frequency

Concept	Theme	Total Times Expressed-Negative
Handouts and Entitlements (A.C.1)	Attitudes - General	2
Preconceptions (A.C.3)	Attitudes - General	1
Referents (A.C.4)	Attitudes - General	2
Toward Corrections (A.C.5)	Attitudes - General	5
Toward Inmates (A.C.6)	Attitudes - General	8
Attitudes Towards Inmates (E.C.1)	Effectiveness	3
Environmental Influences (E.C.2)	Effectiveness	15
Recidivism (E.C.4)	Effectiveness	1
Teacher Responsibilities (E.C.5)	Effectiveness	3
Active Instruction (P.C.1)	Pedagogy	1
Inmates as Teachers (P.C.2)	Pedagogy	2
Non-Curricular Skills (P.C.3)	Pedagogy	1
Professional Development (P.C.4)	Pedagogy	6
Seat Work (P.C.6)	Pedagogy	5
Teacher Qualities (P.C.7)	Pedagogy	1
Environment (Q.C.1)	Quality	5
Instruction (Q.C.2)	Quality	6
	Quality	2

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Instruction Time (Q.C.3)

Resources (Q.C.5)	Quality	8
Teacher Attitude (Q.C.6)	Quality	4
Test Scores (Q.C.7)	Quality	2
For Society/Public (V.C.1)	Value	6
For the Offender (V.C.2)	Value	6
For the Teacher (V.C.3)	Value	4
Security's Perspective (V.C.4)	Value	9

Table 13 presents a graphic representation of the comparison of positive and negative beliefs of research participants about correctional education that were coded as either positive or negative, arranged by (a) the corresponding research-question or general theme; and (b) the total number of times each concept or shared belief was referred to, described, or assessed by interview participants in a critical or negative manner; (c) the total number of times each concept or shared belief was referred to, described, or assessed by interview participants in a positive or praiseworthy manner; and (e) whether each concept or shared belief was referred to, described, or assessed predominantly in negative ways or in positive ways.

Table 13. Comparison of Positive and Negative Beliefs About Correctional Education by Concept, Theme and Frequency

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Concept	Theme	Total Times Expressed-Negative	Total Times Expressed - Positive	P/N
Handouts and Entitlements (A.C.1)	Attitudes - General	2	0	N
Practical Concerns (A.C.2)	Attitudes - General	0	0	-
Preconceptions (A.C.3)	Attitudes - General	1	2	P
Referents (A.C.4)	Attitudes - General	2	1	N
Toward Corrections (A.C.5)	Attitudes - General	5	2	N
Toward Inmates (A.C.6)	Attitudes - General	8	2	N
Attitudes Towards Inmates (E.C.1)	Effectiveness	3	2	N
Environmental Influences (E.C.2)	Effectiveness	15	9	N
Personal Development/Rehabilitation (E.C.3)	Effectiveness	0	1	P
Recidivism (E.C.4)	Effectiveness	1	0	N
Teacher Responsibilities (E.C.5)	Effectiveness	3	2	N
Active Instruction (P.C.1)	Pedagogy	1	3	P
Inmates as Teachers (P.C.2)	Pedagogy	2	0	N
Non-Curricular Skills (P.C.3)	Pedagogy	1	1	-
Professional Dev. (P.C.4)	Pedagogy	6	4	N
Resources (P.C.5)	Pedagogy	0	7	P
Seat Work (P.C.6)	Pedagogy	5	0	N
Teacher Qualities (P.C.7)	Pedagogy	1	5	P
Certification (P.C.8)	Pedagogy	0	0	-

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Environment (Q.C.1)	Quality	5	1	N
Instruction (Q.C.2)	Quality	6	3	N
Instruction Time (Q.C.3)	Quality	2	0	N
Irrelevant (Q.C.4)	Quality	0	0	-
Resources (Q.C.5)	Quality	8	7	N
Teacher Attitude (Q.C.6)	Quality	4	3	N
Test Scores (Q.C.7)	Quality	2	4	P
For Society/Public (V.C.1)	Value	6	2	N
For the Offender (V.C.2)	Value	6	15	P
For the Teacher (V.C.3)	Value	4	5	P
Security's Perspective (V.C.4)	Value	9	0	N
Total		96	81	<u>N</u>

The numbers presented in bold in Table 13 enumerate the expressed positive or negative sentiments with respect to each concept or shared belief; and the P/N column simply identifies the predominance in sentiment as P or N (P=positive; N=negative). With all concepts or shared beliefs taken together, there were fewer sentiments coded as positive, and thus less overall predominance of positive or praiseworthy expressions among participants, and more sentiments coded as negative, with greater overall predominance of negative or critical expressions among participants ($P < N$; $P=81$, $N=96$).

Results Summary

This study employed a qualitative methodology using interviewing technique with five participants. A phenomenological approach to data analysis was undertaken so that

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participant responses could be defined by or categorized into thematic units representing the phenomenon of correctional education from the perspective of the participant interviewees. A total of 23 distinct thematic concepts emerged from pattern coding representing participants' shared beliefs about the phenomenon of correctional education, organized by and subsumed under the research question themes of quality, value, effectiveness, and pedagogy.

The research question themes of quality, value, effectiveness, and pedagogy were derived from the two primary research questions driving the study, which included: How do correctional educators describe and perceive of the quality, value, and effectiveness of the work they do, both individually and collectively/conceptually; and What behaviors, strategies, or approaches do correctional educators employ in the classroom that correspond to or result from such attitudes and perceptions?

Seven distinct concept areas or beliefs regarding correctional education quality emerged from the interviews. Those areas included concepts, or beliefs associated with the correctional environment (Q.C.1); quality of instruction (Q.C.2); availability of instruction time (Q.C.3); the irrelevance of program quality (Q.C.4); program resources (Q.C.5); teacher attitudes (Q.C.6); and test scores (Q.C.7).

In regard to the research question theme of quality, participants expressed some concerns relative to correctional environments and their impact on quality. Participants who spoke about the environment (Q.C.1) with respect to correctional education quality noted variations on the extent to which it impedes or mitigates against quality. Discussion of resources (Q.C.5) was also a prevalent sub-theme with respect to the quality of

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correctional education, as was the specific resource of instruction time (Q.C.3). Factors that correctional educator participants judged or discussed more commonly as contributing to or were representative of correctional education quality included instruction (Q.C.2); and test scores (Q.C.7). Teacher attitude (Q.C.6) and the irrelevance of correctional education quality (Q.C.4) were both noted as part of “what matters” with regard to correctional education; and it was suggested by several participants that neither the teacher nor the instruction is ultimately what matters.

Four distinct concept areas or beliefs regarding correctional education value emerged from the participant responses and reflections. Those areas included concepts, or beliefs associated with value for society or the public (V.C.1); value for the offender (V.C.2); value for the teacher (V.C.3); and security’s perspectives on correctional education value (V.C.4).

Questions in the interview protocol did not seek to uncover the extent to which correctional educators perceived of their work as valuable to themselves personally, although these beliefs were expressed in some fashion by all participants nonetheless. Although participants described teacher’s relationships with security as relatively benign or even quite positive, many participants characterized security’s perceptions of correctional education (V.C.4) value as limited or non-existent, and suggested that security actively undermines or denigrates educators’ efforts. When asked pointedly about correctional education value, no single participant noted its potential positive value to society-at-large or to public safety. Participants were asked directly if they believed there was value in providing correctional education to adult inmates, and no participant voiced the belief that

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correctional education had no value. Identifying and describing the value, however, provided both divergent and convergent thoughts. Most participants noted the value of correctional education as an individual-accomplishment value to offenders, improving esteem, or helping to set and attain goals, or making offenders feel better or make better choices.

Five distinct concept areas or beliefs regarding correctional education effectiveness emerged from the interviews. Those areas included concepts, or beliefs associated with attitudes toward inmates (E.C.1); environmental influences (E.C.2); personal development/rehabilitation (E.C.3); recidivism (E.C.4); and teacher responsibilities (E.C.5).

Participants were unable or unwilling to define or articulate their education programs' mission, vision, and goals statements. Although the concepts were noted minimally, most participants did not include personal development/rehabilitation (E.C.3) and recidivism (E.C.4) as among the indicators of correctional education effectiveness, with rehabilitation (E.C.3) being absent from all participant responses until directly questioned about it. A single participant did note reduction in future offending as a marker of effectiveness, while most suggested attainment of personal value, or the high school credential, as the end goal of correctional education. Some suggested the value was in the utility of keeping the correctional environment working smoothly and improving day-to-day security.

With respect to the theme of pedagogy, eight distinct concept areas regarding correctional education pedagogy emerged from the interviews. Those areas included

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concepts or beliefs associated with active instruction (P.C.1); inmates as teachers (P.C.2); non-curricular skills (P.C.3); professional development (P.C.4); resources (P.C.5); seat work (P.C.6); teacher qualities (P.C.7); and certification (P.C.8).

Active instruction (P.C.1) was the most-often discussed concept or belief shared by correctional educator participants with respect to the overall theme of pedagogy. Active instruction (P.C.1), however, was variously defined, and the extent to which active instruction (P.C.1) actually occurs in each participant's classroom was not well-established through the interview responses. Participants spoke more often about *what* they teach (or what gets learned), ie., content like social studies, science, math, reading, and writing, rather than *how* they teach when asked about their pedagogy. Those who discussed activities, learning centers, and project-based learning were newer educators, while the more seasoned educators described mini-lessons and practice and seat work, with the teacher acting as resource or consultant.

Related to this, the teacher's role in correctional education included the ideas of teacher as consultant, teacher as active instructor, teacher as security, as well as the idea of teacher as behavioral model. In this vein, it was suggested that the teacher's role in the classroom is ultimately non-academic and related more to socialization and behavioral modeling, and focused more on non-curricular skills (P.C.3). It was also suggested that the teacher's role in effective correctional education is irrelevant, and that inmate students will learn or not learn with or without the classroom teacher.

Teacher qualities (P.C.7) were discussed as important aspects of correctional education by participants. Pedagogical choices were, to some extent, attributed to

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participants' own perceived teacher identities, and to some extent to factors such as professional development (P.C.4) and the participants' certification areas (P.C.8).

Additionally, general attitudes not tied to one of the research questions but revealed through participant interviews included beliefs about handouts and entitlements (A.C.1); practical concerns (A.C.2); preconceptions (A.C.3); referents (A.C.4); attitudes or beliefs toward corrections (A.C.5); and attitudes or beliefs toward inmates (A.C.6). There were pervasive positive and pervasive negative comments, sentiments, and beliefs thread throughout the entirety of each participant interview. Overall, there were fewer positive sentiments and thus less overall predominance of positive or praiseworthy expressions, perceptions or beliefs among participants about corrections, inmates, and correctional education than there were negative sentiments, with greater overall predominance of negative or critical expressions among participants relative to all attitudes and beliefs about corrections and correctional educators expressed by participants ($P < N$; $P=81$, $N=96$).

CHAPTER 5: DISCUSSION

The primary intention of this study was chiefly to begin a scholarly investigation of the understudied phenomenon of correctional education generally, and a deeper investigation of the even-greater dearth of study on correctional educators specifically, to determine if future study and investigation on a larger scale might be warranted.

Phenomenological inquiry was particularly useful for two reasons: it allowed this researcher the opportunity to delve deeply into the concepts and constructs relating to the provision of correctional education and the experiences of correctional educators for purposes of description; and it provided opportunities to interpret results in order to mine for additional areas of investigation relevant to the broader study of offender rehabilitation for purposes of expanded or future inquiry.

Interpretation of Results

One of the primary ways in which the study results were interpreted is through comparison to the data uncovered through the comprehensive literature review. A secondary interpretation of results was based on a social constructivist interpretation of the unique concepts or prevalent issues or themes revealed through participant interviews that may or may not have been identified through comprehensive review and analysis of the literature, but which may deserve further study or contextualization.

The themes uncovered in the literature that specifically related to the foci of this study included correctional education effectiveness and value and the recidivism/rehabilitation connection; and correctional education quality and instructional delivery connected to program characteristics and educator characteristics and behaviors.

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A comparison of this literature against the study results allows for meaningful description of the phenomenon of correctional education from the educator perspective.

Effectiveness and Value

To the extent that the outcomes or effects of correctional education are treated in the literature, offender rehabilitation is almost universally the underlying goal. Although most studies included within the literature that look at recidivism specifically do not measure, define, or operationalize recidivism identically, the studies, agency-produced reports, and meta-analyses do report lower levels of recidivism for post-release offenders who participated in correctional education while incarcerated (Gaes, 2008; Davis et al., 2013; Davis et al., 2014; Duwe & Clark, 2014; Jensen & Reed, 2006; Kim, 2010; Staley, 2001; Kellam, 2007; Steurer et al., 2001).

Since a number of the referenced studies which purport to tie correctional education participation with lower levels of recidivism derive mostly from correctional agencies and criminal justice scholars, it was necessary to explore the extent to which correctional educators themselves defined or described their work within the context of rehabilitation. In that vein, this researcher looked at whether correctional educator participants might comment spontaneously on correctional education as rehabilitative, or on the effects of correctional education as including reduced future offending, increased employment, or some other measure of recidivism reduction.

For the most part, participants did acknowledge correctional education as rehabilitative, but did not do so spontaneously using that specific concept vocabulary or lexicon. That is to say, “rehabilitation” did not appear to be a common term known to, or

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at least expressed by, correctional educators such that they would use it casually in reference to their work. When they were asked directly if correctional education contributed to inmate rehabilitation, all participants readily agreed that it did. But prior to being asked this direct question, participants were given the opportunity to describe effective correctional education, and no participant offered up the term “rehabilitation” or its derivatives as an effect of correctional education independent of being asked.

One participant did note obtaining jobs and not returning to prison as potential outcomes of correctional education, but that idea was certainly not a universally expressed belief among correctional educator participants in this study. Most of the participants could not articulate their education program’s mission, vision, or goals statements, and those who tried to do so did not specifically identify increased public safety or offender rehabilitation as among their program’s mission or goals. The one participant who discussed getting jobs and not returning to prison did use the words “reduced recidivism” and “effective reentry” as descriptors of what his program was trying to achieve, indicating that his system “hits [them] over the head” with the word “reentry” at every turn. But he described such philosophy as “correction,” rather than rehabilitation; and he stressed the importance of the public’s perception, if not the reality, that offenders get “corrected” rather than just incarcerated.

Most of the rest of the participants used other terminology to express what they described as some version of individual growth for inmate students as the indicator of effective correctional education, a notion perhaps aligned with each participant’s unique understanding of the concept of rehabilitation, although as previously noted, none used

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“rehabilitation” as among the key vocabulary to describe the effects or effectiveness of correctional education. What was most common across all participant interviews was the idea of personal development, or perhaps what Ubah (2014) calls the “perspective of individual change,” which was indeed referenced in the literature. This perspective does not necessarily take into account the broader societal implications for public safety inherent in providing education and treatment to offenders, but is focused narrowly on the inmate’s personal and individual transformation.

Except for the one participant who referred to improved recidivism and reentry as markers of effectiveness, all other participants looked at both value and effectiveness on an individual-improvement level, rather than with respect to correctional education value or effectiveness as having an impact on society, one’s community, or its potential impact on public safety. Participants noted changing mindsets, personal achievement, and accomplishment on an individual level as both the end goal as well as the marker of effective correctional education.

One participant was asked a follow-up question which probed whether or not her perception of correctional education included belief in reduced recidivism, increased employment, and generally improved outcomes post-release. She responded that her agency did not provide them with such information, she was skeptical if it was at all true, and she would need to see the data to believe it. But she did concede that, if true, it would be important information for agencies to share with their correctional educators. She speculated that it might make a difference in terms of teacher performance, and might orient teachers differently to their work.

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This participant also suggested teacher preparation might play a role in teacher performance as well. She offered that teachers who teach in correctional facilities are not adequately prepared, in her opinion, to do this work effectively with a standard state-issued teacher certification with a traditional content area and grade-level endorsement. She noted that specialized post-secondary preparation and certification in the field of correctional education would likely be most useful if the end goal of correctional education was improved post-release outcomes for offenders.

Quality and Pedagogy

In Parkinson and Steurer's (2004) report examining some of the issues and obstacles to quality correctional education, they identified heterogeneous and high-need inmate student populations in a single classroom; a revolving student entry/exit environment; low student motivation; lack of funding; and poor institutional staff attitudes toward education as variables that weigh against the provision of quality educational programming in correctional facilities. Confirming Parkinson and Steurer's (2004) conclusions, all of these variables and factors were indeed articulated throughout the participant interviews in this study, to varying extents, as well.

Lack of resources figured prominently in the participant responses concerning correctional education quality and were also mentioned by four out of five participants in response to inquiries concerning educator pedagogy as well. Although participants did not seem to interpret lack of resources as indicative of a lack of commitment on the part of their institutions or their states or their systems toward correctional education, but rather as a function of the necessary restrictions related to correctional facility security, they did

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attribute some measure of deficiency in quality correctional education as related to lack of resources.

One of the factors among those noted in the literature that rose to a level of prominence among correctional educator shared beliefs across the interviews in this study was poor attitude on the part of institutional staff. Interviewees noted blasé administrator attitudes toward education and programs, and a fixation on completed paperwork over student learning. They noted frustration with seemingly baseless institutional and system mandates for things like “student-centered learning” with little to no guidance on how to define, incorporate, or implement such in the classroom. And many participants noted how disparaging and hostile security staff are with regard to offender education programs. This last notion, the hostility toward, and marginalization of, correctional education and correctional educators was found to be a recurring and prevalent theme throughout the literature as well.

But perhaps most striking were the near-universal expressions of poor attitude on the part of the institution teachers themselves, which was not covered in significant detail within the literature reviewed; which focused mostly on behaviors and attitudes of institutional staff outside the education program. Gehring (1992), however, did refer to the teacher him- or herself as a potential obstacle to effective correctional education programming. Such conclusion regarding the teacher himself as an obstacle to quality correctional education might be fittingly supported by interpretation of this study’s data as well specifically with respect to teacher attitudes.

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While none of the interviewees disclosed attitude or behavioral issues of their own, they certainly concluded that such problems are common among institution teachers. Participants described fearful, disdainful, and lax or neglectful behaviors on the part of their colleagues with respect to their interactions with and behaviors toward inmates. Participants were especially forthcoming about the manner in which such attitudes and behaviors manifest themselves in teaching strategy, pedagogical choice, and classroom management. Some participants even suggested that in many colleagues' classrooms, inmate students work independently on worksheets for the entirety of their education program, and no teaching whatsoever actually occurs.

Attitude may be considered one factor internal to the teacher rather than external to the environment that was revealed in both the literature and this study's participants' responses that might weigh against correctional education quality and impact pedagogy and pedagogical decision-making. There were other factors internal to the teacher, and possibly related to or impacting attitude, that were revealed as well. Gehring (1992) also referred to unpreparedness and lack of professional development or training as factors that bear on correctional education delivery and/or create obstacles in providing quality programming. Such concerns were expressed throughout this study's interviewees' responses as well.

All participant interviewees revealed near identical concerns about professional development, training, and preparedness in their roles as correctional educators, as well as in their descriptions of their colleagues' preparedness, training, and development as educators. Primarily, participants disclosed that pedagogical professional development is lacking, unstructured, and not offered locally, and that each teacher is charged with finding

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their own teaching-related professional development opportunities outside of their facilities, with no specific goal nor any guidelines about what they should pursue or why. Interviewees indicated that many teachers fulfill this minimal requirement by attending a few regional correctional educator conferences per year. Beyond those offerings, the participants described having a considerable amount of non-instructional training on a regular and continual basis on topics relating to issues common in the correctional environment, or trainings dealing specifically with inmates, security, and facility concerns.

Several participants also noted that when curricular content changes, that many correctional educators do not get additional training to meet new educational objectives. And outside of pursuing such training on their own, which many do not choose to do, they either do not teach the new content at all, or do not teach it well. Although each interview participant described possessing post-secondary preparation in teacher education as well as state-issued teaching credentials, participants also noted that they are largely teaching content outside of their areas of certification or grade-level endorsements in their current teaching assignments. They teach what their respective facilities need at any given time. And congruent with the literature, which suggests that more than 95% of correctional educators do not receive preparatory education or training specific to teaching in corrections prior to taking the work (Zaro, 2000), all participants also noted that teaching in corrections was neither their plan nor their desire when originally pursuing their education, credentialing, and employment.

These factors, taken together, may bear on what Wright (2005) describes in the literature as the correctional educator's developmental process of professional identity

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formation. In this work, he suggests that correctional educators proceed through a process of identity formation, from novice teacher who experiences culture shock at a teaching environment so different than anticipated, all the way through acculturation, or becoming a “settler,” as he refers to it, where the prison teacher has absorbed the controlling institutional culture (Wright, 2005).

Although this study did not pursue this particular line of inquiry specifically, both acculturation theory and educator professional identity development processes are nonetheless both valuable lenses through which some of the participants’ responses may be viewed and interpreted. Interview participants’ levels of teaching experience within the institutional environment ranged from less than a year for some, through decades of experience for others. Those participants who described the institutional culture most negatively, and decried the behaviors of security toward the education program and/or toward inmates, were those educators who were newest to their facilities, with the least amount of corrections experience. Those who did not mention security negatively, or whose perceptions of security and/or their facility’s culture were either benign or positive, were those participants with the greatest number of years as correctional educators.

These findings are notable for this study because responses were given by participants characterizing pedagogical choices which qualitatively opposed those given about security and institutional culture, and which may possibly be attributed to acculturation, professional identity, and time in the field. In what might be interpreted as an inverse relationship with acculturation, those participants who described themselves performing the most teaching and direct instruction, including detailed, project-based

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learning activities, elaborate lessons, including research activities with their students, displaying student work in the school building hallways, and “treating inmates like human beings,” were those who had been in corrections only a short time. Those who described doing only mini lessons at the beginning of a class and then providing hours of independent worksheet practice each day were those who had been in corrections the longest. Those participants who described their colleagues as not engaging in any teaching activities in their classrooms described seasoned and experienced correctional educators who had been in the field for quite a long time.

This issue of absorbing institutional culture to the extent that one’s professional identity and practice becomes altered, or obscured, or revised, may be exemplified in Participant P5’s discussion of his perceived duty as backup security in his area of the correctional facility. He described his role as a correctional educator in terms not closely associated with education, but more closely aligned with correction and punishment, and described his behaviors as those organized around constructs of discipline, behavior, and rules. Participant P1 similarly described the extent to which the correctional educator’s role involves keeping inmates in line, teaching them “to walk in step a little bit,” monitoring their locations, controlling movement, observing, and reporting, all of which suggest a professional identity of perhaps assimilation rather than acculturation, where institutional culture is internalized to the extent that pedagogical decisions and the behaviors of teaching are subordinated or have possibly disappeared altogether. This may help to explain the phenomenon participants described of teachers’ classrooms operating without any teaching taking place.

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Themes Not Identified in the Literature

The two controlling research questions in this study examined the descriptions and perceptions of correctional educators toward the quality, value, and effectiveness of correctional education; and looked at the instructional approaches or strategies they employ in their classrooms which presumably result from such perceptions and beliefs. Most of the descriptions and perceptions articulated by the interview participants affirmed much of what is identified in the literature as common issues, concerns, perceptions, and/or beliefs by or about correctional education or correctional educators. But one area of discussion among several participants stood out as prevalent enough to be interpreted as a shared belief, but which is rather contradictory to what is expressed in the literature.

As previously noted, the value of correctional education as described in the literature is articulated as an assumption or foregone conclusion, perhaps as a result of the general approval and support for free, public education in this country, or the view that teaching is a helping profession, and/or a deeply held cultural belief in the inherent goodness of education as an end in itself (Barnes, Bohac, & Platt, 1993; Tull & Zajano, 1994; Parkinson & Steurer, 2004; Spangenberg, 2004). Whatever the origin of that assumption, correctional education is described in the literature as possessing at least some amount of inherent value, even if the public support and funding of such programs does not necessarily match its presumed value. This view is described, or at least hinted at, as especially prevalent from the correctional educator perspective, the ones who do the work, provide the service, and derive professional satisfaction or identity from the performance and perpetuation of the institution of correctional education. But correctional educator

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participants in this study did not universally share this particular view, either about education in general, or correctional education in particular.

From descriptions of the value of correctional education as being found only in what one participant described as “the hidden curriculum,” to references to the utility of correctional education as primarily a tool for improved facility security, correctional educator participants did not necessarily articulate value in the academic aspects of the educational services they provide. The “hidden curriculum,” as described by one participant, is where correctional education value lies. This hidden curriculum was described as the stealthy and subtle provision of professional, adult, role-modeling of preferred behaviors that might serve one in general social or employment situations. These he described as manners, courtesy, adherence to deadlines, proper hygiene, grooming, and professional attire, meeting obligations, being on time, and engaging in professional and collegial discourse. This, according to this participant, is ultimately what is valuable about correctional education programming, since according to this participant such role-modeling is not possible through contact and communication with members of facility security. But the value, according to this participant, is most assuredly not in the acquisition of mathematical skill, nor in developing reading and writing proficiency.

Yet another participant denigrated the current rigorous content of the higher-level academic classes in his facility, suggesting that not only are the teachers not capable of teaching it, but the students will never find use for it. This he believed to be true, even if his students do eventually obtain what he referred to as a “straight job” out on the street, despite his opinion that most of his students don’t actually desire a straight job anyway.

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It was also suggested by another participant that at least some of the value in correctional education has nothing to do with academics, and nothing to do with accomplishment, or learning, or even post-release outcomes. She suggested that the value of correctional education is often in keeping inmates busy while they're doing their time. Otherwise, according to this participant, if inmate students were not actively programming throughout the day, the officers would have to deal with many more incidents of drug use on the blocks, fights, fires, and a host of other behaviors the inmates are likely to engage in that compromise security. In short, she viewed a large portion of correctional education value as its utility for maintaining order and security in the day-to-day operations of a correctional facility. In addition to that, she speculated that the entire education program in her state's correctional system has little to do with actual academic achievement, and more to do with checking off the proper boxes on education profile cards, and documenting that correctional employees are verifying participation, despite the vastly divergent experiences afforded by "participation" in various teachers' classes.

Some of the participants also noted that correctional education acts as a carrot for inmates because completing their educational program has an impact on overall time served. This they suggested may generally instigate improved institutional behavior as offenders may be motivated toward earlier release. Related to this notion, one participant offered that correctional education allows facilities to gauge and monitor offenders' levels of institutional adjustment. He disclosed that his job chiefly entailed keeping a third of the students in his classes who will never achieve their credential away from the third of his students who are most likely to achieve, and the final third who are undecided. In essence,

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the manner in which he characterized his day-to-day work was more security, monitoring, observation, and rule enforcement on his end rather than teaching, while the value on the student's end was ultimately a matter of demonstrating compliance with correctional mandates.

And finally, participants also expressed beliefs relating to correctional education's overall lack of any value. For one participant, when asked to describe the value of correctional education, she was only able to say multiple times that it's never going to hurt them, but was unable to express at any point exactly what it could do to benefit them. Nor did she make any connection whatsoever to the value for the offender or the public post-release.

Another participant indicated when asked about correctional education's ultimate value that the high school credential simply doesn't matter, and the college diploma might matter "a little bit." But perhaps more notable than the sentiment expressed that the academic pursuit itself doesn't matter was this participant's additional contention that the inmate students who will eventually achieve will get their academic work done in spite of whatever the teachers do or don't do. While this response stood out as the only one of its kind that entirely removed the teacher from the correctional education equation, it is a compelling area of potential future inquiry to explore the extent to which the teacher him- or herself ultimately doesn't matter, or the extent to which other correctional educators, in the northeast and elsewhere, feel that correctional education could theoretically persist, or that offenders can achieve, in the absence of formal instruction or academic intervention.

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Limitations, Delimitations and Ethical Concerns

LeCompte and Goetz (1982) contend that qualitative research may strive for authenticity and demonstrate credibility as scientific inquiry in much the same way as experimental research. Although many qualitative studies ignore issues of validity and reliability altogether, LeCompte and Goetz (1982) suggest that addressing potential threats to internal and external validity and reliability may be useful in enhancing the credibility of a qualitative study. In congruity with this perspective, potential limitations to this study were addressed, both with respect to its internal validity and its external validity.

In general, the limitations to this study were greater with respect to its external validity than its internal validity. One of the primary limitations in this study was related to context and setting. All data collection necessarily took place outside of the correctional facilities in which participants work, so capturing and describing the context of the participants' environments was lacking in significant dimension apart from what description was provided by participants filtered through the researcher's own understanding, background, and experience in the field.

Additionally, although it was not intended to be so, a limitation that deserves some acknowledgement is the lack of generalizability inherent in a qualitative study, and particularly one that intended to concentrate on a particular region or geography. This may be of special concern when the phenomenon itself is not exclusive to that geography. While this study was intended to be a deep exploration of the experiences of a particular sample of a particular group within a particular region, and while such group was not necessarily representative of the larger population, it should be noted that any discovery

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made or conclusion drawn within the limited scope of this study may be relevant to, if perhaps not representative of, the larger group, and may certainly be of use in understanding the larger picture of correctional education as a whole.

Internal Validity

The problem of validity in qualitative research generally concerns the factors or effects that bear on the researcher's ability to obtain and report on accurate impressions and interpretations of the phenomenon about which the study is concerned. In considering those largely uncontrollable factors that might have affected this study's internal validity, a general consideration of which this researcher was cognizant was the threat of history.

History effects. Inasmuch as the history threat was of concern, indeed it had multiple potential components. The interviews took place over a period of months, and intervening events may have impacted participant attitudes, perceptions, and beliefs across that limited period of time. Events and conditions both within and outside of the correctional facilities, and the political and economic climate at that time, may have had an effect on the perceptions and the expressions of such perceptions by the study participants at or around the specific time of the interview sessions. Additionally, any significant recent history over the past several years with respect to budgetary issues and concerns affecting corrections, coupled with highly publicized mass prison closures and an escape in the northeast, may have contributed to how correctional educators perceived of and described their work, as well as its value.

Beyond the political and economic climate, history threats relative to the current status of academic teachers may bear on the validity as well. To clarify, a significant

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proportion of the individuals who participated in the interviews were relatively long-term employees, possibly close to retirement, whose responses may have been at least partially informed by the changes, events, and conditions in the participants' employment and personal backgrounds with respect to their work in corrections that may reflect past practices, attitudes, and perceptions rather than the current goals, mission, and practice of correctional educators and education units.

On the other end of the teacher status issue, a portion of the participants who were interviewed for this study were extremely new to corrections and correctional education, and thus their responses may have been lacking in significant depth of understanding about the system. With respect to both ends of this spectrum, interpretation of the results would suggest that some of correctional educators' beliefs, attitudes, and shared understandings of correctional education were at least somewhat related to their overall relationship to security in their respective facilities. The extent to which participants' teacher identities and beliefs were or were not associated with their respective correctional system's or facility's pervasive ideas and beliefs may have had an impact on participant responses as well.

Additionally, bearing on the mission, goals, practices, and pedagogy of certain facilities or certain education units within facilities may be the installation of new facility or program leadership, whose priorities may be strikingly different than his/her peers as compared to facilities or education units whose leaders have lengthy experience and history within their departments or systems. This may, therefore, have had an effect on educators'

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perceptions and beliefs, their performance, pedagogy, and attitudes, thus affecting interview interactions and responses.

There is little, if anything, that can be undertaken to control for these general history-related threats, although certain demographic data points were collected prior to commencing each interview which assisted in identifying, and helped to further refine and describe, the essence of each interviewee's experiences in such context(s). There were, however, more specific threats to this study's internal validity which deserve disclosure and a summary of what could be done to control for or mitigate their effects.

Reactive effects. Reactive effects refer to those special behaviors or responses of subjects of research that result from or arise out of the research environment, of being a subject of research or observation, or of some interaction to or with the researcher (Pogrebin, 2003). One of the more common reactive effects which presented itself as potentially problematic to this study was what is known as social-desirability response bias, which involves the tendency of individuals to respond in ways they perceive as socially acceptable (Lewis-Beck, Bryman, & Futing Liao, 2004). This is more commonly related to responses directed toward survey instruments, and there is little evidence to suggest that skewing responses in socially acceptable ways is a universal problem in either quantitative or qualitative research (Lewis-Beck et al., 2004). Nevertheless, it deserves special consideration here for two reasons.

The first is that, as explained by Neeley and Cronley (2004), "research designs that measure constructs that have high social influence appear to foster problems with social desirability bias" (p. 432). Since this study sought to capture experiential data concerning

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both educational and organizational/professional practice, as well as professional identity to some extent, two arguably socially influential constructs, the threat related to this particular type of reactive effect was potentially at least somewhat elevated.

The second reason for considering social-desirability response bias in this context relates to the role of the researcher, and the effect that such role might have had on interview respondents. In consideration of the fact that the researcher was a former insider in the correctional education environment, and was known to at least one interviewee, there exists the possibility that interview respondents may have attempted to tell the researcher what they perceived she wished to hear, or they may have responded in ways defensive of their own professional practice or social/organizational behaviors.

The researcher addressed reactive effects and social-desirability response bias threats through careful construction and development of the interview question protocol. As suggested by Neeley and Cronley (2004), one way to reduce the impact of social-desirability response bias is to employ indirect questioning that allows the respondent to project his or her feelings, impressions, or opinions onto others rather than as a function of his/her own behaviors. For example, rather than asking an interviewee a direct question about the quality of his own pedagogical choice(s), an alternate indirect question might probe the respondent's perceptions and characterizations of one of his peer's pedagogical decisions as relates to the quality of the correctional academic education program. This was done conscientiously throughout the interview protocol, allowing respondents to reflect on the behaviors, choices, or strategies of their peers if they so desired. This seemed to present itself to some extent in participant responses associated specifically with

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pedagogy, illustrated by a pervasive tendency by participants to positively skew characterizations of their own pedagogy, classroom management, and teaching style, while denigrating the teaching, pedagogy, and management of their peers and colleagues.

Similarly, in an effort to dispel any suggestion of an agenda and to remove any possibility of the interviewees attempting to meet such agenda or fulfill the researcher's expectations, the researcher was careful to craft very open-ended questions in the protocol; to not be suggestive of preferred or desired responses or interview outcomes; and was proactive in asserting to interview respondents prior to commencing the recorded interview that the purpose for the study was limited, and only intended to be exploratory and descriptive in nature.

Distortion effects. Lastly, distortion effects posed a potential threat to this study's validity, although the researcher's vigilance in recognizing her own motivations and biases and their potential distorting effects may have controlled for this threat to the degree that this was feasible. Distortion effects refer to those circumstances or factors that prevent a researcher from correct perception and interpretation of study data (Pogrebin, 2013). This researcher's former role as a correctional educator was the factor that most presented a threat of this nature. Again, vigilance and cognizance of biases and motivations, as well as recognition that this study was ultimately intended to deepen understanding of the phenomenon rather than to attack or criticize it, were conscientiously employed to mitigate against this threat throughout the course of the study.

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External Validity

There were two potential threats to external validity as well. The study only sought to collect, analyze, and describe data relative to the perceptions of correctional academic teachers in correctional institutions in the northeast. Qualitative data is, of course, notoriously precarious in terms of generalizability, and this study was not intended to offer generalizable findings across the spectrum of correctional education. That is to say, these findings represent only this limited geography, and the study did not attempt to generalize the findings outside of this geography. That does not negate the potential value of or preclude future inquiry or similar study in geographies outside of the northeast for comparison purposes.

Ethical Issues and Concerns

In considering what ethical issues might have arisen during the study, it is relatively easy to dismiss significant concerns relating to the most common ethical issues in research, including vulnerable population concerns, imbalances of power, and participant risk (Creswell, 2007). In this case, participant risk is the only one of these most common issues that rose to the level of *possible* concern, but it was minimized significantly as a result of the context/setting of the participant interviews, and in consideration of the fact that all participants chose telephonic rather than in-person or video-recorded interviews. It was further minimized by the strict anonymity of not only the participant identities, but also the anonymity of the specific facility or system identities. The interviews did not take place within the correctional environment, and the facilities and system(s) within which the participants are employed were not identified.

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The most significant potential ethical issue with respect to this phenomenological inquiry relates to the researcher's former role as a correctional educator. As previously discussed, such issues deserve acknowledgement as potentially elevating the likelihood of bias or the reliance on preconceptions during fieldwork. The researcher strove to conduct her field work in an as objective a manner as possible. But the concerns apply not only to work in the field conducting interviews, but also to crafting the questions for inquiry or engaging in the process of data analysis. This researcher recognized these potential ethical issues, but contends that the former role and experience instead provided a valuable critical lens through which the data was analyzed and interpreted. By considering and disclosing prior experiences in this way, the researcher was effectively *bracketed* out of the study by discussing her own personal experiences with correctional education, a practice Creswell (2007) suggests allows the researcher not to be removed from the study completely, but to "identify personal experiences with the phenomenon and to *partly* [emphasis mine] set them aside so that the researcher can focus on the experiences of the participants in the study" (p. 78).

Potential Impact on Findings

History threats that existed may have potentially skewed some interview response data in either very positive directions (i.e., new leadership) or very negative directions (relating to prison closures and budget cuts). Some facilities and some facility employees may have been more affected by outside or historic events than others, and thus may have produced significant outlying data.

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Social desirability threats and interpretation biases may have potentially skewed the data in both very positive and very negative ways as well, ultimately resulting in data interpretation and reporting that is flawed or in error. Strict vigilance and controls relating to researcher behavior and interview protocols may have mitigated the effects of such threats and the potential for error to the degree possible.

Threats to external validity and study generalizability were somewhat less confounding, since they did not conflict with the goals of the study. That is to say, the limit on the study's generalizability to a large population outside of this northeastern geography was in itself not a tremendous threat, since the study intended only to describe attitudes, beliefs, perceptions, and practices within this limited scope. The intention of the study was chiefly to begin a scholarly investigation of this understudied phenomenon to determine if future study and investigation on a larger scale might be warranted.

Conclusions

Based upon the findings in this study, it appeared as though most of the participants interviewed believed in some type of value relating to the provision or receipt of correctional education, although there was very little agreement on the nature or extent of its value. Most of the participants noted some type of value to the offender in terms of individual development as a person, while value with respect to day-to-day facility operations or to maintenance of security were also commonly expressed. None expressed any particular level of belief in correctional education's value with respect to improving public safety.

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Both quality and effectiveness of correctional education were co-mingled conceptually in correctional educators' responses. Participants equated in some cases both quality and effectiveness with test scores, promotion, and graduation rates, and in other cases with concepts more closely associated with teacher characteristics, behaviors, and performance. Participants were all critical of institutional and teaching resources afforded to do their jobs, and judged funding, lack of technology, and security restrictions on resources as three major impediments to quality and effectiveness.

Participants were also critical of attitudes among institution staff, noting pervasive hostile behaviors from security, as well as dismissive behaviors on the part of facility leadership, and inconsistent or unclear messages from their systems on program procedures. More strikingly, most participants described pervasive hostile attitudes, lax behaviors, and ineffective or fear-induced classroom approaches on the part of their fellow institution teachers themselves. Despite these criticisms, all but one participant judged both the quality and the effectiveness of their education programs as good or very good, or suggested that the teachers specifically do amazing work with what little they have to work with, in an inhospitable, unpredictable, under-resourced environment with students who largely lack motivation, desire, or interest. Only one participant judged the quality and effectiveness of her education program as "not very good at all."

Much of the intense criticism relating to program quality and effectiveness were directed to or functionally related to issues of pedagogy. While all of the participants discussed active instruction in their own classrooms to a greater or lesser extent, they also suggested that their colleagues spend little time teaching, and in some cases described

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educators who spend no time teaching at all; inmate students simply work on worksheets every day for three-hour periods while a classroom teacher “supervises” their movement, behavior, and compliance. Several participants described their role in ways most closely associated with security rather than teaching, suggesting that their overall function was to monitor, direct, and document inmate behavior and participation.

This may in some ways be related to the manner in which correctional educators self-identify, develop their professional identities, or become acculturated or assimilated into their institutional cultures. Newer correctional educators described themselves as educators first who saw inmates as human beings, while very seasoned educators described themselves as one step removed from security. Seasoned educators were overall less expressive about inmate student achievement or development than their newer counterparts, and were more focused on institutional rules, discipline, procedures, and facility security. They also described their teaching in terms of content (ie., math) as opposed to the newer educators who described specific types or examples of lessons, activities, or projects in their pedagogical approaches.

A common finding among all participants was lack of sufficient professional development related to teaching, adult learning, or correctional education. Participants noted extensive, recurring, mandated training on corrections and security issues, but nothing offered locally on pedagogy or correctional or adult-learner instructional practice or performance. Most participants described being required to go to two educator professional development days a year, the content of which was of their choosing. Participants also described teachers who were teaching content for which they were not

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certified, or grade levels for which they were not endorsed, or teachers who refused to teach certain required content because it would take additional curricular preparation. All participants noted deficiencies in pre-employment and in-service preparation to teach adult inmate learners, and all participants noted that correctional education was not their first or intended career.

Recommendations

Use of the Findings

It is this researcher's hope that the findings serve two primary purposes. The first is to add to the body of knowledge on correctional education specifically within the realm of the individual behaviors, attitudes, and perceptions of the educators who perform the work of providing offender education program services, since there is so very little of such information available. This study was intended to contribute to the extent to which correctional education is understood as a phenomenon, and more specifically the extent to which correctional educators' beliefs, attitudes, and behaviors are understood as components of correctional education quality, value, effectiveness, and instructional performance. The study was also intended to provide avenues for additional inquiry in the future, as well as to continue study of this nature in expanded northeastern locations, and potentially in other United States geographies as well.

Secondly, it is recommended that these findings be used to commence new or renewed evaluation of correctional education as an effective tool to advance public safety. That is to say, any institution, entity, program, service, or system is only able to be fully understood by close examination of its component parts. It is not enough to say that so

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many dollars are spent, so many staff are employed, some percentage of offenders participate, some percentage of offenders graduate, and some fewer percentage of offenders recidivate after participation or achievement in correctional education. It is also necessary to understand, describe, and explore those individuals who are responsible for the provision of the service or program, their level of commitment, their attitudes and behaviors, the extent to which institutional culture, teacher preparedness, and teacher attitudes improve or impede correctional education effectiveness and its intended effects or outcomes. It is recommended that these findings be used to initiate systemic evaluation of correctional education programs for variables not to include the traditionally quantifiable ones such as funding, staffing, or graduation rates, but those exceedingly understudied factors like culture, identity, attitude, training, and performance, which may have a marked effect on offender post-release outcomes and thus on overall public safety, and to improve those factors which may interfere with or impede the provision of quality correctional education.

Recommendations for future research. It is recommended that continued and advanced study of correctional educators be commenced with an eye toward certain specific avenues of inquiry. The first is to investigate the extent to which correctional educators understand, internalize, or incorporate the public-safety and recidivism-related goals and missions of correctional education programs, and whether or not such information is imparted to educators in meaningful ways through training, leadership, or culture. A large-scale quantitative analysis of this nature would begin to assist in understanding correctional education program practices. Additionally, a comparative analysis of institutions' and systems' graduation rates and post-release recidivism rates

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staffed by educators who are required to have received teacher training either in pre-employment specialized correctional education preparatory pathways or through extensive required in-service training and professional development in the areas of corrections-specific pedagogy and practice, compared against institutions and systems that do not require such training or preparation, would be useful in understanding the extent to which such preparation, training, and facility and program leadership might correlate with improved offender post-release outcomes.

The second recommendation for future research is to explore more broadly the pedagogy, performance, and teaching practices of correctional educators in facilities of various type and geography. Not unrelated to this is greater exploration of teacher identity and attitude in the correctional classroom. The Teachers' Sense of Efficacy Scale (TSES) ($\alpha=.94$ long form; $\alpha=.90$ short form), developed by researchers at Ohio State University (Tschannen-Moran & Woolfolk Hoy, 2001), or a corrections-specific revised version, may be a useful instrument through which to gauge the present state of teacher attitudes and pedagogical practices in correctional education programs in the U.S. The survey instrument contains multiple-choice questions with Likert-Scale selections. The instrument's overall measure is self-efficacy, and contains the following three subscales with a series of questions subsumed under each: 1) efficacy in student engagement; 2) efficacy in instructional practices; and 3) efficacy in classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). A large-scale quantitative inquiry of this nature might build upon the findings in this study, and begin to provide useful comparative and descriptive data of

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practices and attitudes on correctional facility classrooms for which targeted improvements, expanded or reduced funding, or closer evaluation and examination might be warranted.

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APPENDIX A: SEMI-STRUCTURED INTERVIEW QUESTIONNAIRE

Research Questions upon Which the Interview Protocol is Based

Research question one. How do correctional educators describe and perceive of the quality, value, and effectiveness of the work they do, both individually and collectively/conceptually?

Research question two. What behaviors, strategies or approaches do correctional educators employ in the classroom that correspond to or result from such attitudes and perceptions?

Semi-Structured Interview Protocol

Background

Q. Can you please outline your educational background and history, and then tell your own story about how you came to be employed as a correctional educator?

Q. Can you describe or give some examples or anecdotes of your first impressions of correctional education, when you first started working in the field? Impressions, experiences, feelings, etc.

Q. What makes correctional education unique or different than education “on the street”?

Q. If you were asked to describe a typical work day for a correctional educator, what would it look like in detail?

Q. Can you discuss an experience you’ve had that demonstrates or characterizes the relationship that teachers have with security in your facility?

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Q. Can you discuss an experience you've had that demonstrates or characterizes the relationship that the education program has with security and administration in your facility?

Quality

Q. What would a *quality* correctional education program look like to you?

Q. If an outside agency was planning to look at *your* educational program quality, what variables, factors, inputs or outputs would you want that agency to measure or scrutinize, and why?

Q. How would you characterize your overall education program with respect to its quality? Or your classroom specifically? Or your peers' classrooms?

Value

Q. What do you believe is the value, if any, in providing academic education to adult inmates?

Q. Can you provide an example, anecdote, or brief illustration of how correctional education has provided something valuable to a particular inmate or class?

Utility/Effectiveness

Q. Can you please articulate your education department's mission, vision or goals statements?

Q. Can you reconstruct the process by which you came to learn about the mission, vision or goals of your program; ie, through orientation, staff meetings, trainings, professional development, or other avenues?

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Q. What, if any, are the difference between the mission and goals of your program and the mission and goals of the facility?

Q. How would you characterize or describe correctional education that is *effective*?

Q. What is the teacher's role in effective correctional education, and what is the inmate's role in effective correctional education?

Q. What part, if any, does correctional education play in inmate rehabilitation?

Pedagogical Practice

Q. Can you provide some examples and description of the professional development, growth and training opportunities provided, encouraged or required of you in your role?

Q. What professional growth and development opportunities do you feel would be ideal for correctional educators and why?

Q. What makes a good or successful correctional educator, in terms of qualities, characteristics, skills, abilities and/or performance?

Q. Can you give an example of a typical lesson you or one of your peers would teach, describing the planning, resources, materials, implementation and instructional delivery?

Q. What factors go into correctional educators' decisions to teach content a certain way, or deliver instruction in the correctional classroom using certain methods?

Other

Q. Is there anything else you would like to share about your job, your facility, your classroom, your colleagues, students or any other aspect of what we've discussed that you'd like to share or expand upon?

APPENDIX B: PARTICIPANT RECRUITMENT LETTER



NOVA SOUTHEASTERN UNIVERSITY
College of Arts, Humanities, and Social Sciences

Participation Letter

Title of Study: *Correctional Academic Education: A Qualitative Inquiry of Quality and Effectiveness from the Educator Perspective*

Principal investigator(s) Michelle Currier
15 Prospect Avenue
Massena, NY 13662
(315) 600-1891

Institutional Review Board Nova Southeastern
University Office of Grants and Contracts
(954) 262-5369/Toll Free: 866-499-0790
IRB@nsu.nova.edu

Description of Study: Michelle L. Currier is a doctoral student at Nova Southeastern University engaged in research for the purpose of satisfying a requirement for a Doctor of Philosophy degree. The purpose of this study is to attempt to capture and describe the lived experiences of academic teachers who provide educational services in correctional facilities.

The individuals being asked to consider participating in this study must:

- ☐ reside in the northeastern region of the U.S.;
- ☐ be primarily employed as a academic (non-vocational/career) educators within a correctional facility;
- ☐ be employed to teach basic academic education courses ranging from early childhood through high school equivalency levels, in English or Spanish language, or English as a Second Language classes with basic academic components;

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- ☐ be fluent in English; or
- ☐ may be employed as a supervisor or principal/administrator of a correctional academic program, but must have held such position for less than 3 years.

If you agree to participate, you will be asked to take part in an interview. This interview will provide the researcher with a deeper understanding of correctional teachers' perceptions concerning the mission, value, efficacy, and importance of the work that they perform, as well as the resulting approaches they take, in their academic classrooms.

Risks/Benefits to the Participant: There may be minimal risk involved in participating in this study. There are no direct benefits for agreeing to be in this study. Please understand that although you may not benefit directly from participation in this study, you have the opportunity to enhance knowledge in this important area of inquiry. If you have any concerns about the risks/benefits of participating in this study, you can contact the investigators and/or the university's human research oversight board (the Institutional Review Board or IRB) at the numbers listed above.

Cost and Payments to the Participant: There is no cost for participation in this study. Participation is completely voluntary and no payment will be provided.

Confidentiality: Information obtained in this study is strictly confidential unless disclosure is required by law. All data will be secured in a password-protected, personal computing device. Your name will not be used in the reporting of information in publications or conference presentations.

Participant's Right to Withdraw from the Study: You have the right to refuse to participate in this study and the right to withdraw from the study at any time without penalty.

If you have any questions in the future about this study they will be answered by the investigator listed above.

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APPENDIX C: PRE-INTERVIEW SCRIPT

Exchange of greetings.

Thank you for agreeing to participate in this interview. I have a few things I would like to share with you prior to beginning the recorded portion of the interview.

First, I will not be using your name, or your facility's name, in any part of the interview to ensure that confidentiality is protected. In fact, in drafting my research proposal and completing this project, I consciously did not and will not in the future even be disclosing the state in which the study has taken place. I will only be using the general descriptor of the "northeast" to orient readers/scholars to the study.

I sent you the Informed Consent document by email. Once I start the recording, I will ask you to acknowledge that you read the document, and will inquire whether you have any remaining questions. If you do not, I will ask you to affirm that you are proceeding with the interview voluntarily, in lieu of signing the Informed Consent document.

This particular qualitative research study, guided by interviewing technique, is intended to elicit robust and rich description of the lived experiences of the interview participants. I am not seeking any information that is confidential, or controversial. Rather, this study is seeking to better understand, and thus describe, the experiences and perceptions of correctional educators, precisely because you are a population about which very little is written in the scholarly literature, or known generally. Other than a few demographic questions at the beginning, none of the questions asked will be yes/no or one-word survey-type questions. They are, instead, designed to produce anecdotes, reflections, descriptions and narratives of your professional experiences in the field.

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I would also just note that there are no “correct” answers to my questions, and there is nothing I am “looking for” in a response, other than your best attempt at genuine reflection and honest descriptions of your experiences, feelings and perceptions.

Unless you have questions that I can answer at this point, I will start the recording and begin the interview.

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Curriculum Vitae

Michelle L. Currier, BA, BA, MLIS
Lecturer/Department of Criminal Justice
SUNY Canton College of Technology

Contact Information

Address: SUNY Canton College of Technology
Payson Hall 117A/ 34 Cornell Drive
Canton, NY 13617
Phone: (315) 386-7055
Email: currierm@canton.edu

Education

2018 (ant.) Ph.D. Criminal Justice (Behavioral Science concentration), Nova
Southeastern University
Dissertation: *Correctional Academic Education: A Qualitative Inquiry of
Quality, Value, and Effectiveness from the Educator Perspective*
2006 MLIS, Library Information Science, Florida State University
2000 BA, Secondary English Education, SUNY Potsdam College
1997 BA, English Literature, SUNY Potsdam College

Academic Appointments

2016-present Rank: Lecturer, SUNY Canton Department of Criminal Justice
2012-2016 Rank: Librarian, SUNY Canton College of Technology
○ Continuing Appointment (rank: Librarian) granted January, 2014
2010-2011 Rank: Assistant Librarian, SUNY Canton College of Technology
2009-2016 Rank: Instructor (Adjunct), SUNY Canton College of Technology

Professional Memberships

2018-present Society for the Study of Social Problems
2017-present Criminal Justice Educators Association of New York State
2016-present American Society of Criminology
Divisional membership: Corrections and Sentencing Section
Divisional membership: Developmental/Life Course Criminology Section
2016-present Academy of Criminal Justice Sciences
Divisional membership: Corrections Section
2011-2016 SUNY Council of Library Directors
2010-2016 SUNY Librarians' Association
2008-present New York Library Association

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2008-present American Library Association
2004-present American Correctional Association

Administrative Service

2012-2016 Director of Library Services and Southworth Library Learning Commons
2011-2012 Interim Director of Library Services

Teaching Service

2016-present Lecturer, SUNY Canton, School of Science, Health and Criminal Justice
Courses taught: JUST 101 – Introduction to Criminal Justice
JUST 105 – Correctional Philosophy
JUST 201 – Critical Issues in Criminal Justice
JUST 310 – Causes of Crime
JUST 316 – Sex Offenders
JUST 331 – Profiling and Behavioral Criminology
JUST 350 – Victimization
JUST 395 – True Crime Investigation

2016 Instructor (Adjunct), SUNY Canton, School of Science, Health and Criminal Justice
Courses taught: JUST 105 – Correctional Philosophy
JUST 310 – Causes of Crime
Courses developed: JUST 316 – Sex Offenders

2012 Instructor (Adjunct), SUNY Canton, Canino School of Engineering and Technology
Course(s) taught: CITA 101 – Library and Information Literacy

2009-2015 Instructor (Adjunct), SUNY Canton, School of Business and Liberal Arts
Course(s) taught: ENGL 101 – Expository Writing

Institutional Service

2017-Present Institutional OER Task Force – SHCJ rep
2017-Present Converged Modality Pilot Faculty
2015-2016 Institutional Strategic Planning Committee
2015-Present Accessibility Committee (Chair)
2014-2016 Library Learning Commons Student Advisory Committee (Chair)
2014-2016 Scholarly Activities Celebration Committee (Chair)
2014-Present Teaching and Learning Technology Committee (Co-Chair 2014-15)
2013-Present Online Learning Advisory Committee (Chair: 2015-present)

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2013-2016	Curriculum Committee
2013-2014	Academic Assessment Committee – Information Management Rep
2012-2014	Instructional Technology Committee
2012-2013	Library/IT Shared Services team with SUNY Potsdam
2011-2016	Library Committee (Ex-officio member)
2011-2013	Faculty Affairs Committee
2011-2013	Middle States Steering Committee <ul style="list-style-type: none">○ Work Group Member: Educational Offerings, General Education and Related Educational Activities○ Document Room Sub-committee (Co-Chair)
2010-2012	Scholarly Activities Celebration Committee

Search Committee Service

Searches: Instructional Technologist (2012); Interlibrary Loan Specialist (2013); Director of Admissions (2014, *Chair*); Multicultural Admissions Counselor (2015, *Chair*); Media/Accessibility Specialist (2015-16, *Chair*); Information Services Network Technician (2016, *Chair*); Director of Accommodative and Disability Services (2016, *Chair*)

Community Service

2016-present Northern New York Library Network Board of Trustees (5-year term)

Campus or System/Sector Representation

2015-2016	Open SUNY COTE Librarian Roles Task Group for Open SUNY SCLD rep
2013-2015	SUNY Council of Library Directors – Executive Board
2013-2015	SUNY Council of Library Directors – Technology Colleges Sector Convener

Grant Support

2017	<i>Faculty Professional Development Through Teaching Circles</i> <ul style="list-style-type: none">▪ Principal Investigator Academic Affairs Strategic Grant Initiative Total Funding: \$5,772.00
2016	<i>Instructional Excellence Through Teaching Circles: A Book Club Model</i> <ul style="list-style-type: none">▪ Principal Investigator Campus Enhancement Grant Total Funding: \$394.30
2016	<i>Scholarly Activities Celebration Reception and Awards</i> <ul style="list-style-type: none">▪ Principal Investigator Campus Enhancement Grant

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- 2013 Total Funding: \$500
 Developing a Mobile Library Instruction Program with iPads
- Principal Investigator
NNYLN Technology Service Improvement Grant
Total Funding: \$9,980
- 2011 *Introducing Emerging Technology in Support of Library
Services: Teaching and Learning with Apple iPads*
- Principal Investigator
Student Computing Access Program Grant
Total Funding: \$3,563.10
- 2011 *Expanding Access to Textbooks*
- Principal Investigator
Perkins Grant
Total Funding: \$4,500.00

Conference Presentations

Reinforcing Ethics for Emerging Criminal Justice Professionals, *Academy of Criminal Justice Sciences Conference*, New Orleans, LA – 2018.

Best Practices for Engaging Faculty in Online Learning Policy, *Distance Teaching and Learning Conference*, Madison, WI – 2017.

From Worst to First: How Getting Over Ourselves Improved Student Satisfaction and Retention, *SUNYLA Conference*, Binghamton, NY – 2016.

Creating Digital Projects: A Collaborative Approach, *SUNYLA Conference*, Purchase, NY – 2015.

Developing a Mobile Library Instruction Program with iPads, *NNYLN Fall Conference*, Canton, NY – 2014.

Shared Services in SUNY Libraries, *Harnessing Systemness Conference*, Potsdam, NY – 2013.

Residence Life in the Library: Creating and Collaborating to Maximize Student Success, *SUNYLA Conference*, Plattsburgh, NY – 2011.

Webinars Delivered

Best Practices for Engaging Faculty in Online Learning Policies and Decision-Making Through a Campus Advisory Structure, OLAC, Open SUNY COTE: *Distance LearningWeek -- 2016*.

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Best Practices for Engaging Faculty in Online Learning Policies and Decision-Making Through a Campus Advisory Structure, OLAC, Open SUNY COTE: *Community Call* – 2017.

Research and Publications

In print:

Currier, M. & Wilhelm, C. (2017). Examining the case of an academic library's student-focused, patron-satisfaction approach to organizational transformation for student retention. *Journal of Library Administration and Management*, 31(3).

Currier, M. & Magilligan, M. (2015). Unleashing the power of the iPad. *Enhancing Teaching and Learning in the 21st Century Academic Library*. (ed. B. Eden). Rowman & Littlefield, Lanham, MD. ISBN 978144224705.

Undergraduate Research Mentorship:

Hughes, C. (2018). *Strain Theory and the School-to-Prison Pipeline*. Student research poster presentation presented at SUNY Student Undergraduate Research Conference.

Campbell, J. (2016). *Mental Health for Incarcerated Populations*. Student research talk presented at Scholarly Activities Celebration, SUNY Canton College.

Kiskiel, J. (2016). *Death Penalty*. Student research poster presented at Scholarly Activities Celebration, SUNY Canton College.

Robinson, P. & French, K. (2016). *The Criminalization of the Mentally Ill*. Student research talk presented at Scholarly Activities Celebration, SUNY Canton College.

Awards and Honors

Golden Apples Excellence in Student Advising Award - 2017

Chancellor's Award for Excellence in Professional Service – 2016

#1-Ranked SUNY Library – SUNY Student Opinion Survey – 2015

Joseph F. Schubert Library Excellence Award – NY Regents Advisory Council -- 2013

Invitation to President's SUNY Canton Emerging Leaders Group - 2011